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ABSTRACT

This practicum addressed the need to provide training in basic early childhood education subject areas to Head Start teachers and teacher assistants. A trainer of trainers approach was implemented because of the large number of teachers involved (approximately 1,300 in the Los Angeles County Schools Head Start grantee programs). Goals for supervisors attending the training included increased ability and desire to train staff, increased knowledge of workshop subject matter, and increased commitment to the supervisor role. Features of the three and one-half day training conference included a manual entitled "Exploring Teaching of Young Children," presentation of eight workshops, and a half-day training session focused on improving supervisory skills. Sections of the manual correspond to workshop sessions and focus on exploring the classroom environment, observing children, developing an individual education plan, individualizing the curriculum, choosing and sequencing activities, recognizing the value of play, guiding and supporting children, and using language with children. Almost all the participants used at least some of the material in training teachers, and some presented the full program of lessons to their staff. Related materials are appended, including the conference manual. (Author/RH)

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A Program to Improve Teacher Performance in Head Start Classrooms Based on a Trainer of Trainers Approach

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NOVA UNIVERSITY

A Program to Improve Teacher Performance in Head Start Classrooms based on a Trainer of Trainers Approach

Practicum I submitted to the
Faculty of the Early Childhood Education
Program as Partial Fulfillment in
Candidacy for the degree of
Doctor of Education

by

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NOVA University
Cluster XII
July 1984

PS 015214

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ABSTRACT

A Program to Improve Teacher Performance in Head Start Classrooms based on a Trainer of Trainers Approach

Wilmshurst, Ann L., 1984. Practicum Report, NOVA University Ed.D. Early Childhood Program

Descriptors: Teacher Training/Teacher Development/Head Start/ Teacher Supervision/Preschool Education/Preschool Teachers/ Teacher Improvement/Inservice Teacher Education/Teacher Workshops/ Early Childhood Education.

This practicum addressed the need to provide training in basic early childhood education subject areas to Head Start teachers and teacher assistants. A trainer of trainers approach was chosen as the solution because of the large number of teaching staff involved (approximately 1300) in the Los Angeles County Schools Head Start grantee. Goals for supervisors attending the training included increased ability and desire to train staff, increased knowledge in the subject matter of the workshops and increased commitment to their roles as supervisors. Goals for teaching staff who would receive the training from their supervisors included their regular and enthusiastic participation in an eight week training program; application of skills and knowledge gained in the classroom program and increased ability to perform their jobs as Head Start teachers.

The three and one-half day training conference included a written manual, Exploring Teaching of Young Children, presentation of the eight workshops and a half-day training in improving supervisory skills. Almost all the participants used at least some of the material in training teachers and some presented the full eight session program to their staff. A second training which will include additions to the manual has been planned to address those items on the Training Checklist in which a substantial number of teachers are still in need of improvement.

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CHAPTER 1: INTRODUCTION

The Head Start program in Los Angeles County is divided among four grantees, the largest being the Office of the Los Angeles County Superintendent of Schools (OLACSS). The Head Start program is funded by the Department of Health and Human Services, Administration for Children, Youth and Families. In addition to the Head Start program, the Office operates a State Preschool program, funded by the State Department of Education. The Head Start and State Preschool programs operated by the Office are collocated and therefore Head Start grantee staff work with both delegate agency and school district staff who provide services to both groups of children. The total slot (child) allocation for the combined programs in 1982-83 was 9977 children. The Head Start/State Preschool program is operated by 13 delegate agencies and the Office's Direct Services program through 17 school districts.

Services are provided throughout Los Angeles County in over 300 locations. The 300 sites include approximately 660 classrooms, with 15 children and one teacher, one teacher assistant and one adult volunteer in each class; providing for a 5:1 ratio of children to adults. With the exception of the Parent Child Center, children attend class five days a week for four hours a day, either morning or afternoon, for a total of 176 days per year.

"The overall goal of the Los Angeles County Head Start Program is to provide a learning environment which will help maximize the social competence of each child and to deliver comprehensive support services to the children and their families. Low-income, minority families are the primary target population from which the children are enrolled." (Annual Report, 1981-82) In addition to these criteria 10% of the slot allocation is reserved for special needs children. Children are enrolled who are at least three years nine months old in September of the current school year and who will, therefore be eligible for kindergarten the following year.

The 1980 census report for Los Angeles County gives a picture of a widely diverse ethnic population:

Ethnicity of Population 1980 (Annual Report, 1981-82)

Ethnic group	Number	Percent
Hispanic	2,065,727	27.6
Black	944,009	12.6
American Indian	48,158	.6
Asian/Pacific	434,914	5.8
Anglo/Other	3,984,849	53.3
TOTAL	7,477,657	100.0

Demographic characteristics of Head Start/State Preschool children show a higher percentage of minority children enrolled than in the total population.

Ethnicity of Head Start/State Preschool Children, May 1982

Ethnic group	Number	Percent
Hispanic	8,650	64.3
Black	2,959	21.9
Caucasian	1,161	8.6
Asian/Pacific	477	3.5
American Indian	33	.2
Other	195	1.4
TOTAL*	13,505	100.0

*The total number enrolled is larger than the total slot allocation because it includes children who enrolled for less than a full school year.

The writer is a Head Start Specialist and as such is part of the monitoring unit for the grantee. The monitoring unit is comprised of three Head Start Specialists, a facilities analyst, an assistant administrative analyst and an intermediate fiscal clerk, with the Consultant/Head Start providing the coordination of the unit. These seven persons are primarily responsible for monitoring activity at the thirteen delegate agencies in all areas of program operation. In addition, the Program Coordinator monitors the program of one delegate agency and coordinates the activities of the component specialists.

The writer is primarily responsible for monitoring activities within four community delegate agencies. Duties include assessing classroom programs and giving feedback to staff, attending Board of Director meetings, attending parent meetings, assisting administrative staff in developing improvement plans, monitoring contract compliance and assisting in budget reviews.

In addition to monitoring duties, the writer has served as the grantee's education specialist for the past four years. These responsibilities include meeting monthly with the delegate agency Child Development Supervisors, developing Grantee Improvement Plans for the education component, conducting needs assessments within the education component, and developing and coordinating training activities. Any new approaches to training in the education component ordinarily originate with the writer. Strategies and specific solutions are written into Grantee Improvement Plans. Responsibility for implementing and following up on plans are also the responsibility of the writer. Another Head Start Specialist coordinates the Child Development Associate (CDA) program, and the third Head Start Specialist coordinates the bilingual/multicultural aspects of the program. The three Head Start Specialists work closely together in planning and conducting training events, and with the Direct Services' Education Specialists when all education staff will be involved.

In order to qualify as a Head Start Specialist, one must

hold either a valid California Elementary School Teaching Credential or a Children's Center Supervisory Permit. The organization of the grantee staff has changed somewhat each year since its beginning in 1979, but the responsibilities of the monitor/Head Start Specialist have remained relatively stable. The writer is beginning her fifth year in that position.

CHAPTER 2: STUDY OF THE PROBLEM

Problem Description

The Head Start/State Preschool program administered by the OLACSS employs approximately 660 teachers and 660 teacher assistants. Training provided to the education staff varies widely from agency to agency and from one individual to another. The 1982-83 Annual Report states that 651 persons, or 35.0% of the total staff were enrolled that year in education classes and there were 156 persons either enrolled in CDA training or ready for their CDA assessment. In addition agencies provided workshops and some held all day agency training days.

In the delegate agencies Child Development Supervisors are employed who are responsible for the day to day supervision of teaching staff, usually 10-12 classrooms each. Ordinarily training of teaching staff comes under the duties of the Child Development Supervisor (CDS), although some agencies also employ trainers who take over this responsibility or who coordinate with the CDS. CDSs visit classrooms periodically, observe the classroom program and give assistance to the staff where improvement is needed.

Teachers in the program are required to have a Children's Center Permit issued by the State of California. Many teachers have only partially completed the requirements and so hold permits which have such titles as "Provisional" or "Emergency". Teacher assistants must have completed the eighth grade, and

no experience is required. Of the total Head Start/State Preschool staff, 628 or 33.7% are former Head Start parents. Career development is a strong component in Head Start and many of the teachers and Child Development Supervisors began their careers as assistant teachers or as volunteers in the classroom. Turnover in the program is relatively low with 81.7% of the staff reported as being in their current position for more than a year.

A self assessment takes place each year in approximately one-third of the classrooms. Each year a number of items in the education component are found to be out of compliance in a significant number of classrooms. Many of the items are "repeat" items which are found to be out of compliance year after year in spite of training efforts of the agencies and grantee.

An item by item analysis is not possible because the assessment instrument used has not been consistent. Not only are the items different each year, but a different rating scale has been used. In the 1979-80 Program Year a grantee designed assessment instrument was used which had a rating scale of 1 to 4, with 4 being the highest and 1 being the poorest rating. In 1980-81 and again in 1981-82 the Self Assessment Validation Instrument (SAVI) was used. This instrument groups items into broad statements and asks that the assessor rate each as "in" or "out" of compliance. In 1982-83 another change was made. This time the written plan

developed by the grantee and delegate agencies was used in the self assessment. After the fall 1982 assessment it was decided that the instrument was too long. An extensive revision was undertaken with many items either deleted or combined with others, and the wording of many items was changed. A rating scale of 1 to 4 was again employed.

A general analysis of items found to be out of compliance in 1981-82 and 1982-83 revealed these general areas to be in need of improvement for at least the past two years:

- Children need to be encouraged to solve problems, initiate activities, explore, experiment, question and gain mastery and success through learning by doing.
- Activities must be planned to meet the individual needs of children, and which will enhance children's understanding of themselves.
- Language development opportunities in the classroom and during meal time need to be promoted in an atmosphere that encourages easy communication among children and between children and adults and which supports children's behavior.
- Staff need to observe children and plan for children based on their observations.

A regional assessment was conducted of the grantee in May 1983. The Regional Education Specialist reported that the quality of classroom programs was not consistent and asked that the

grantee work toward more consistency in quality.

The Los Angeles County Schools grantee is what is known as a "super grantee" because of its size. There are problems inherent in being so large. There is more diversification among classroom staff in terms of educational backgrounds and philosophies of teaching. In addition to differences in individual teachers and teacher assistants there are the differences between agencies. School districts have different philosophies and histories than do community based agencies. The curriculums embraced by various agencies are different. At present there are some classrooms using a modified Montessori curriculum, one using the Responsive Environment model, many using the Cognitively Oriented Curriculum and others who have either adapted parts of well known models or have made up their own. The solution should not be to eliminate the differences, the unique character of each, but to ensure that each is providing a quality program for children while following Head Start performance standards.

It is the grantee's responsibility to provide training to agency component staff. Other components (social services, parent involvement, health, and others) have manageable numbers of staff. But training the education staff entails providing workshops or classes or other types of training to approximately 1400 people. These 1400 persons have a diversity of educational backgrounds and experiences. There are teacher assistants with eighth grade educations and teachers

with Masters degrees. There are teachers with 17 years of Head Start experience and others with a few months.

Lillian Katz (1982) has said that teachers go through four stages of development as experience accrues:

1. survival: the management of the children, keeping them busy, is the most important;
2. consolidation: the teacher has conquered group management problems and becomes concerned with the individual child;
3. renewal: the teacher is eager for renewal, for fresh ideas as she is tired of the routine and feeling stale;
4. maturity: the teacher asks deeper questions about the nature and philosophy of education.

It is difficult to provide inservice for teachers who are in differing stages of development.

An additional difficulty is that the writer's primary job responsibility is that of monitoring which is a full time job. In past years the writer has spent approximately ten percent of her time coordinating the grantee education component. This small amount of time must be used very efficiently in order to effect any improvement in classroom programs.

Ideally, the grantee would provide training to Child Development Supervisors who would in turn train the teachers under their supervision. However the supervisors themselves

are a diverse group with varying amounts of education, experience and expertise. On an informal basis, the writer and other grantee staff have ascertained that many supervisors, although excellent teachers who were promoted and thus rewarded for that excellence, were never trained to be trainers of teachers. Their educational background is generally solid in early childhood education and they have Head Start teaching experience. But it is one thing to be a good teacher and quite another to help someone become a good teacher. Training techniques and effective methods of presenting material need to be learned as well as follow-up techniques.

Review of the Literature

Training of teachers is generally accomplished through either preservice or inservice education. Preservice would include attendance at college classes, orientations before school begins or short courses given by the employer before service actually begins. Preschool teachers often find the material presented in such inservice to be too idealistic and theoretical (Katz, 1982). One difficulty according to Katz is what she calls the "feed-forward" problem, that is the preservice is attempting to answer questions the student hasn't yet asked. At the San Jose University Demonstration Preschool (Hagan, 1980) preservice training included observation of children and practical experiences with children in order to help translate the theoretical framework into something which had real meaning for participants. Calvin

(1975) found that both preservice and inservice were necessary. Fifty teacher aides participating in a Career Opportunity Program were interviewed and asked for their concerns. They asked for three things: a clearer idea of their roles and duties, additional training, and the implementation of both preservice and inservice training.

Collins (1981) found there was an increased emphasis on inservice education in recent years throughout the United States for several reasons: less staff turnover - less mobility; a renewed sense that added teacher training can positively affect teacher competence; "a national awakening to the importance and centrality of staff development as perhaps 'the' critical element in school improvement and educational change" (p. 13); and an increase in what we ask of teaching staff and schools.

The High/Scope Research Foundation (Breedlove, 1982) in a report on their extensive research into the cost-effectiveness of Early Childhood programs found that quality preschools did pay off monetarily, but that quality preschools had seven characteristics in common. One of these characteristics was that teachers were trained in the curriculum through inservice training.

The report on Head Start in the 1980's (Sept. 1980) states that technical assistance and training is the key to an effective education program. It indicates that training and not the imposition of a standard Head Start curriculum

will increase the effectiveness of Head Start services. Stipek (1979) says it is still a challenge to provide Head Start programs with enough qualified, well trained staff.

If inservice education is necessary, how should it be structured and what should it consist of? An extensive national survey (Sprinthall, 1983) characterized most in-service education as variously, brief, mindless and bad entertainment! Sportsman (1981) writing about why teachers don't like inservice states that inservice is often vague and too broad in scope, provided by an "expert" who doesn't really understand teachers' needs, and who as an outsider has no real commitment to the teachers. An additional drawback is that the time and place for the inservice is often inconvenient.

Inservice can be an effective means of training teachers. Sprinthall (1983) writes that adults are quite capable of learning new abilities and improving old abilities. But in order to be effective, inservice must be planned carefully, it must be a pleasurable and meaningful experience for participants and meet the needs of teachers. Sportsman (1981) suggests that meetings should be held during the school day and that they should sometimes take place outside the work place in a more relaxed atmosphere than the school. Meetings should continue throughout the year, rather than take place all in just a day or two, with training becoming a part of the supervision of teachers, (Spodek, 1981). Sprinthall (1983)

states that programs need to be continuous. It takes time for change. Significant change will probably not occur in less than a year. On-site consultation was preferred by staff in seven types of programs in Philadelphia (Figgures, 1980). Supervisors preferred group meetings.

Teachers resist inservice when their present method of functioning is attacked, therefore it must be non-threatening and allow teachers to move at their own pace. The observation of children using classroom materials formed the basis of a staff development program named S.W.A.P. (Stalmack, 1981). It was felt teachers would not feel threatened when the content was built around discussion of classroom materials and the trying out of materials in the classroom.

The San Jose University Demonstration Preschool (Hagan, 1980) developed a piagetian approach in their teacher training program. It consisted of five components: observations of children, practical experiences with children, discussions, assigned readings and reflective writing. The discussions tied the five components together through a reflection of the week's activities and observations.

In developing inservice programs, involvement of participants is probably the most important contributor to success, (Ferguson, 1972). Activities should be planned which affect later behavior of teachers. Teachers should test new ideas, modify and then implement the ideas. Activities should be diverse and paced according to participants' needs.

Training techniques and activities should provide enough variety to keep participants interested and involved. The Affective Education Program in Philadelphia (Newberg, 1982) used techniques such as role-playing, games and simulations. Teachers also reflected on their own personal successes and failures as learners and through reflection became more empathetic to children's struggles with learning.

The Exploring Childhood Curriculum (Rous, 1973) uses a number of techniques which facilitate discussion: brainstorming, observing real situations whether in the classroom or on film, listening to recorded conversations of experts, children and teachers, role-playing and reading descriptions of incidents. Students also play with material used in the classroom, and they keep a journal of their observations of children and of their own thoughts. Material is presented in a non-threatening, non-judgemental manner. Students develop some of the learning principles by thinking about their own experiences and sharing these in a group. Students at the Natal Training College found role-playing to be the most effective training technique (Harrison, 1980). In contrast to this finding Sprinthall (1983) found role-taking to be a more effective characteristic of inservice than role-playing.

Group discussions allow participants to share ideas and learn from each other. Harrison (1980) found teachers enjoyed being in small groups (six in a group) for discussion periods. When asked to evaluate the training program, parti-

cipants asked that group size not be increased.

Three important models of training have been developed through the Head Start project. One is CDA, the Child Development Associate training program, (Trickett, 1979), begun in 1972 and conceived as a new approach to training child care personnel. It is still in existence and is a competency based training in which personnel demonstrate competence in working with children in order to receive the CDA credential. It was developed not solely for Head Start but for all child care staff and is required for child care personnel in 26 states, although not in California (Collins, 1983). Training requires individual supervision of the trainee and therefore requires a large number of trainers and a rather extensive administrative support system. At the present time (1983) there are not the funds to provide training or assessments to all who have requested it.

The Enabler Model of Inservice Training (Katz, 1972) was developed especially for Head Start teachers. The model provided consultants with extensive Early Childhood Education backgrounds who provided expertise to local programs. This was an expensive program because of the high qualifications of the advisor and because a low advisor-program ratio was required.

A more recent program development is Exploring Parenting, field tested in 1979 with 20 groups of parents in various parts of the country (Littlejohn, 1978). It was originally

a 16 session training expanded to 20 at the request of those parents evaluating the program. The field testing was highly successful and developers were faced with the problem of training an adequate number of group leaders to reach most or all of the Head Start programs. The solution implemented was a Trainer of Trainers program which trained persons to return to their regions or grantees to train parent group leaders. In this way a training for 50 people who each trained 30 group leaders could potentially disseminate the training to 1500 group leaders. If even a portion of the 1500 followed through by leading groups of parents, a great number of parents would have the opportunity to participate.

In-service training for teachers appears to be important and is being used increasingly as an effective method of helping staff develop and improve job-related skills. However, in order to be effective, in-service training must involve participants actively by employing a number of techniques and activities which build on concrete experiences. It should be a pleasurable experience for the participants which continues throughout the year in a non-threatening atmosphere. Most important of all it must meet the needs of the participants who contribute to the content of the training through discussion groups. And in-service must meet its objectives by providing relevant interesting training to participants who need to maximize every minute of their training experiences.

CHAPTER 3: ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. STATEMENT OF GENERAL GOALS

This practicum was designed to provide training to Head Start education staff, both supervisors and teachers, which addresses those areas in the classroom program which have repeatedly, over the past four years, been assessed as needing improvement.

Goals for supervisors included:

Increased ability and desire to train staff; increased knowledge in the subject matter of the workshops; increased commitment to their roles as supervisors.

Goals for teaching staff included:

Regular and enthusiastic participation in an eight week training program; application of skills and knowledge gained in the training to the classroom program; increased ability to perform their jobs as Head Start teachers.

B. BEHAVIORAL EXPECTATIONS

The specific behavioral objectives considered evidence as having provided an effective in-service training program for child development supervisors and teachers are presented in the following chart:

BEHAVIORAL OBJECTIVE	STANDARD
1. Supervisors who attend the three day training will train staff using the training material as evidenced by personal interviews.	50% will use at least some of the material in training teachers; 30% will present the full eight sessions training workshops.
2. Supervisors who attend the training will indicate their satisfaction with the training as evidenced by the completed evaluations.	90% of the responses to nine items will be 3 or above on a scale of 1 to 5, 5 being excellent.
3. Teachers who attend the training given by their supervisors will indicate their satisfaction with the workshops through their completed evaluations and informal interviews.	90% of the responses on the non-standardized evaluations, including interviews, will be in the positive range according to self report by the trainers.
4. Teaching staff who have attended the training will demonstrate their increased skill levels by performing satisfactorily in their classrooms in the areas of training as evidenced by the ratings on a checklist.	Through grantee staff observations completed checklists in at least 25 classrooms will indicate satisfactory performance in at least 80% of the activities rated.

C. EVALUATION INSTRUMENTS

Several types of evaluations took place. Child Development Supervisors and District Coordinators receiving the training evaluated it immediately following the training. Evaluation criteria included whether participants improved their skills and understood the curriculum. The printed materials, physical facilities, leadership and organization of the workshop were also rated. (See Appendix A: Evaluation of Trainer of Trainers). Responses were compiled on one of the forms which included ratings of 1 (poor) to 5 (excellent) for each item. Representative individual comments were also included. On a rating scale of 1 through 5, 5 being excellent, 90% of the responses were expected to be 3 or above.

Supervisors who followed through by training teachers were encouraged to have teachers evaluate the sessions as well, using an evaluation form included in the manual. These evaluations were for their own use and were not collected. The number of trainers who followed through was to be compared to the number who attended the training to measure effectiveness of the training. It was anticipated that 50% of all participants would follow through by training teachers using at least some of the materials, while 30% would present the full training. One hundred percent follow through was not expected because the grantee is not in a position to require that agencies follow through with a training of this sort.

Based on past records of attendance at grantee trainings,

it was estimated that approximately 40-45 supervisors out of a possible 62 participants (45 from community agencies and 17 district coordinators) would attend. Some of the invited participants are coordinators from school districts whose Head Start duties comprise just 10% of their total job. There are agency directors who feel that supervisors should spend most of their time in the office and who leave them little time for training. One unstated objective of the training was to encourage supervisors to convey to their directors the vital importance of training.

The three Head Start specialists, three education specialists, and the Program Coordinator were to observe classrooms throughout spring 1984 in order to evaluate the effectiveness of the training. Grantee staff observing in classrooms where staff have received training were asked to fill out an additional ten-item checklist (Appendix B: Training Checklist) which includes measurable, observable activities that directly relate to the training received. The first 25 checklists which were completed were to be collected and data compiled by the writer. The writer planned to complete at least six checklists herself in order to gain first hand information about the success of the training.

The checklist consists of ten items and a yes-no column for the observer to check. There is a space for comments which is optional. The name of the agency, site name and classroom, the date and observer's name is also included. Data compiled

was to be tabulated in a table with the number and percentage of classrooms performing satisfactorily for each item. It was expected that teaching staff having received training would perform satisfactorily on at least 80% of the activities which are rated.

D. PROBLEMS EXPECTED

Lack of adequate time is always a problem when planning training and follow up. It was hoped that the event would generate enough enthusiasm so that supervisors would plan to return to their agencies and train their teachers according to a schedule which would be discussed at the supervisor's training. However, supervisors have traditionally complained about their lack of time and excessive responsibilities. This would be one more time-consuming activity to add to their busy schedule. To assist in the actual implementation of teacher training it was planned to spend some time at the beginning of each monthly supervisor meeting to discuss progress and any problems in implementation. Those who have begun training teachers would be encouraged to share their experiences and especially their successes to motivate those who have not begun to do so.

Grantee staff who conducted the supervisor training were available to assist in the first teacher training session if so requested by any of the supervisors. The supervisors have had varying degrees of experience with training and it was anticipated that some would feel more confident than others. Super-

visors from the same agency would be encouraged to train as a team if they did not feel comfortable training alone.

The grantee staff also works under the constraints of too little time, too much to do. Each year more classroom visits are scheduled than are actually accomplished. Every effort was to be made to assure a sufficient number of visits so that checklists would be completed for at least 25 classrooms where staff have been trained.

CHAPTER 4: SOLUTION STRATEGY

Previously Utilized Solutions

Stalmack (1981) described an on-the-job staff development program called S.W.A.P. which was designed to build teacher skills with a minimum of training dollars. It took place in 20 early childhood schools in Waterford, Michigan and was based on the teaching and learning potential of play. The author felt it could be adapted for use in any early childhood setting including Head Start. The ongoing inservice was based on materials, discussing, reading about and observing children using materials. One classroom would use a set of blocks and then "swap" with another classroom. Teachers evaluated and planned uses of the materials. This appears to be an excellent idea, especially when several classrooms are together in one building. Unfortunately the majority of our Head Start centers contain one or two classrooms at most. The transportation and tracking of materials could become a problem.

The Hevra program (Spodek, 1981) was an inservice education program in Israel, provided to supervisors of kindergarten teachers. Supervisors attended a two week seminar with Dr. Spodek, then met monthly with him in a group. Each supervisor then met regularly with a small group of kindergarten teachers to help teachers explore their own teaching practices and the theory underlying their beliefs and practices. The purpose was to help teachers become more autonomous, to take

more responsibility for their actions and to understand their actions. Supervisors had previously worked on a 1:1 basis with individual teachers but as the ratio of supervisor to teachers increased to 1:130 this became impossible and the group meetings became more practical. Supervisors in Los Angeles County Head Start rarely supervise more than 24 teachers and assistants, so the 1:1 consultation is still possible, although the addition of group meetings would be valuable.

The CDA, or Child Development Associate, training program (Trickett, 1979) is an effective method of providing inservice. However, funds for CDA are limited and at the present time the Los Angeles County Schools Head Start grantee is limited to approximately 150 training slots or about 11% of the teaching staff. CDA continues to be an excellent supplementary training program but cannot fill the staff's primary needs.

Staff of the Los Angeles County Schools Head Start grantee have in the past provided training to some or all of the agency education staff. Since 1979 there have been full-day training days (Multicultural Festival, Health Fair), area workshops (one workshop repeated several times in various geographic areas), and workshops in individual agencies either for the total teaching staff or for selected classrooms.

Description and Justification for the Selected Solution

In 1981-82, a new approach was taken to introduce a curriculum model, High/Scope's Cognitively Oriented Curriculum, to the grantee. One teacher, 16 supervisors and the three

Direct Services' Education Specialists were given 35 days of training by the High/Scope consultants. Each trainee set up a model classroom during the year, and trained the teachers in that classroom. The trainee was then evaluated on the basis of how well the curriculum was implemented in the classroom. This Trainer of Trainers program was intended to certify High/Scope trainers in the Los Angeles area who would then have the expertise to train additional teachers each year thereafter. The training was repeated for 22 supervisors and District Coordinators in 1983-84. Nine of the thirteen delegate agencies have implemented the curriculum in some or all their classrooms. Many of the school districts have adopted the curriculum for their Head Start classrooms and some have extended that commitment to their child care centers and extended day programs.

In 1983 the writer gave a series of four two-hour workshops to 12 teachers and assistants in the Azteca Head Start/State Preschool agency. The subject was "Team Teaching", an identified curriculum need within the agency. The agency has a total of 58 teaching personnel and three Child Development Supervisors. The three supervisors attended the first four workshop sessions with 12 teachers and assistants. The four workshops were written out and a copy of each was given to the supervisors following each workshop. The copy given each supervisor was written in a "recipe" style and included these details: goals for the session, materials needed, "getting

started", how to present each activity, questions to ask participants, approximate times for each activity, and a homework assignment for participants which was entitled an "At-School Activity." At the conclusion of the workshop series, each supervisor repeated the series with 10-12 teachers and the writer also conducted the series with an additional 12 staff persons. Thus the entire education staff was trained within eight weeks and all training was conducted in small groups. The Supervisors were enthusiastic and told the writer this was the first training they had ever received in how to give a workshop or how to train teachers. All three supervisors followed through by giving the full series, proving that at least partial follow through could be expected if a similar training method were to be repeated. It had not been anticipated that there would be 100% follow through.

The solution which was selected in order to provide training to teachers was to hold a three and one-half day Education Leadership training for Child Development Supervisors and School District Coordinators. The training was to follow the Trainer of Trainers model used successfully by our grantee in both the Exploring Parenting training for leaders of parent groups and the High/Scope teacher training. Participants would be expected to follow through by training teachers and teacher assistants whom they supervise. In this manner up to 1300 teachers and teacher assistants could benefit from this training.

The training would take place away from the work place in

order to maximize the time available for training and to provide a pleasant, non-distracting environment for learning. Two days of the training would be devoted to understanding the content of an eight session teacher training program. The third day would concentrate on supervisory skills, especially observing teachers and giving teachers effective feedback. In addition, participants would learn group leader techniques including facilitating discussion, leading a brainstorming session, utilizing role-playing and actively involving teaching staff in training activities.

The grantee Head Start Specialists, Education Specialists and other grantee staff would conduct the training and facilitate small group discussions. Two consultants from the High/Scope Research Foundation would be asked to present "Supervisory Skills" on the third day of training. The writer would coordinate all aspects of the training.

The goals of the training for supervisors would be:

- To improve classroom programs
- To improve out-of-compliance items in past classroom assessments
- To provide techniques of group leadership to supervisors
- To provide a training manual which supervisors can use in training staff
- To help supervisors become more effective in their job
- To build a spirit of team cooperation among Head Start staff

Report of the Action Taken

The proposal to develop and conduct the training was first presented as part of the grantee improvement planning process which takes place each spring. It was presented to the grantee management team in May and permission was received to proceed. The implementation followed the original Calendar of Proposed Events as presented [illegible] though some activities proposed for September were completed a little earlier.

CALENDAR OF PROPOSED EVENTS

Date	Activity
Summer, 1983	1. Present training idea to Joan Wertz, Head Start Area Administrator, obtain permission to proceed.
	2. Outline sessions to include out-of-compliance items.
	3. Meet with committee of grantee staff to begin brainstorming ideas for training.
	4. Make reservations for conference; confirm dates.
	5. Present request for approval to County office.
	6. Send letters to Directors and Coordinators informing them of dates.
	7. Invite Mary Lewis and Dr. Landrum to participate.
	8. Begin writing eight sessions; direct committee composed of Gerry, Elba, Ruth, Maryann, Charles, and Barbara.
	9. Invite High/Scope participation in third day of training.
September 1983	10. Complete eight sessions - written.
	11. Choose a name for training manual.

12. Present training plans to Project Directors and Coordinators at their meetings; get commitments from participants.
13. Make assignments for training: group leaders, presentors, others.
14. Finalize schedule for each day.
15. Write introduction to training.
16. Compile bibliography and glossary.
17. Order notebooks, other supplies.
18. Decide on how to model each session.
19. Type all material in final form.
20. Proof read material.
21. Write guidelines for small group leaders.
22. Practice training.
23. Plan evening sessions and warm-ups.
24. Give all materials to Joan for final approval.
25. Reproduce materials/coordinate with graphics.

October 1983

26. Conduct training.
27. Collect evaluations, compile data.

Nov./Dec. 1983

28. Be available to assist supervisors in teacher training (grantee staff).

April 1984	29. Gather data from supervisors as to degree of follow-up.
Feb. - May 1984	30. Observe in classrooms and complete checklists (grantee staff).
May 1984	31. Compile data from checklists.
June 1984	32. Write practicum report.

In May 1983 the writer had conducted a needs assessment with Child Development Supervisors and District Coordinators and asked what topics they would like to see addressed in inservice training during Program Year 1983/84. Following is their list of ideas (many of these were incorporated in the training):

Teacher Training

learning to be effective observers of children and utilization of that information

observation and individual assessment

curriculum planning

strategies on discipline

record keeping

effective home visits - teacher/parent communication

time management

IEP accountability and development

Role of Supervisor

teacher burn-out

curriculum development

helping teachers follow through

conflict management

communications skills between adults

component interaction/coordination

time management

evaluating teachers

Parents

curriculum: parenting/family life

It was decided to include as many of the supervisors' ideas as was practical in the training. The content would also draw on what others have found to enhance preschool programs and which produce most effective learning in children. The Head Start Report (1980) states that long term gains are more likely to result from a less structured classroom and compares this to the Head Start classrooms which are sometimes too rigid with too much emphasis on structured tasks and behaviors. Indirect teaching is more difficult for the teacher to learn. McCaleb (1980) says that preservice teachers may not be ready to learn indirect teaching methods and that it will be more meaningful during inservice. The methods involve more open ended questioning and more interaction with the child. Listening to the child is important but only a confident teacher, one who is concerned with the learner, can invoke this level of listening. Nimnicht (1981) agrees that there is too much emphasis on basic education, the ABCs and numbers variety. He says such programs are harmful to several groups of children, non-English speaking children, minorities, highly gifted and creative children. The emphasis instead should be on how to learn, on problem solving. Nimnicht also says the most important basis to becoming a problem solver is developing a healthy self concept. Teachers need to plan activities in which children ask their own questions, make their own rules, and discover generalizations. He also emphasizes the importance of observing children, discovering what they

can do, then planning activities which will encourage development.

The Affective Education Program in Philadelphia (Newberg, 1982) taught teachers to improve the classroom climate by using more active language (speaking and listening), by fostering student initiative and response and by valuing the responsive expression of feelings. Teachers became more willing to try different methods of presenting material to children after the training.

David Elkind (1982) in his new book, The Hurried Child, says that schools ignore individual differences. He stresses that education is mostly spontaneous. Activities need to be provided that will encourage children's openness and curiosity. Children need time for pure imaginative play. Materials in the classroom need to be creative allowing the child to use his imagination. It is important to see childhood as a stage of life not just as preparation for the next stage.

The content of the training incorporated the literature review, the suggestions of the education supervisors and the items in need of improvement, and therefore focused on eight areas:

1. The classroom materials - a variety of creative materials which are appropriate to the developmental levels of children.
2. Observing children - how to observe and write objective observations; using observation notes to plan for children.

3. Developing IEPs (Individual Education Plans) for children based on observation notes, developmental checklists, and parent and staff input.
4. Understanding children's developmental levels; learning a little about Piaget; individualizing instruction.
5. Providing a balance of child and teacher initiated activities, sequencing activities from simple to complex and from concrete to abstract.
6. The value of play - supporting children's play; teacher-child interactions during play activities; problem solving through play.
7. Giving children positive support in their actions and feelings; understanding fear and anger; classroom management.
8. Language in the classroom - teacher-child interactions; types of language; supporting children's language.

It was decided to focus the third day of training on supervisory skills. Thies-Sprinthall (1980) suggests a need for inservice for supervisors in order to stimulate the intellectual and psychological development of supervisors. Supervisors need to learn to use a variety of supervisory techniques. (Morris, et al, 1982) states that day-to-day supportive supervision is needed to help the beginning teacher become a more skilled, confident teacher. They described a situation in which those student teachers involved in a clinical supervision model which included observation and feedback to student teachers,

improved their performance more than those not involved in the model.

It was important to supervisors that the training address teachers at all four of Katz' (1977) developmental levels. Beginning teachers as well as those who are in the Consolidation stage (II), the Renewal stage (III) or the Maturity stage (IV) would need to gain something meaningful from the training. Although Katz does not apply the same four stages to supervisors, one suspects the same is true. A brand new supervisor needs basic questions answered just as the "old hand" needs to be challenged to look at education for children, as well as teacher inservice, in a new way.

To satisfy the many levels of trainers, both supervisors and teachers, the training built in a variety of activities as well as information presented in many ways, concretely as well as abstractly. Participants' ideas were welcomed in each session and in fact were an inherent part of many of the activities. Participants were actively involved at all times.

The first step in the implementation was to convene a committee whose purpose was to discuss all aspects of the training, to write the training manual and to participate in the training. The writer coordinated the planning of the conference and the work of the committee which included writing the manual, and did the final editing of the manual with the help of the grantee program coordinator.

A vital step in planning for the training was that of

writing the manual. The manual is divided into eight two-hour sessions which details everything the supervisor needs to know in order to conduct the sessions with teachers. The format of each session was written to include:

- Underlying themes of the session - background information to help the group leader better understand the content of the session
- Goals of the session
- Agenda - a list of activities which will take place during the session
- Materials - a list of all materials needed during the session including such things as chart paper and markers, etc.
- Activities - an exact description of how to conduct several activities which comprise the majority of the two-hour session, and approximate times for each
- At-school activity - a homework assignment which will tie in with the session and which will be discussed at the beginning of the next session
- Summary - a brief summary and evaluation

This format is the same format used by the Exploring Parenting curriculum (Littlejohn, 1978). Goals of the workshop session are:

- To learn more about Head Start children and their developmental levels
- To learn how to support children's learning through

use of materials, activities, and teacher interaction

- To learn how to observe and plan for individual children which enhances self concept and helps children deal with their feelings

The content of the sessions addresses items which have been found to be repeatedly in need of improvement in classroom programs. These are items in the education component only. Although there are many items in the multicultural/bilingual area which were in need of improvement, these were not included at this time, as it was felt there would not be time to adequately cover these points.

In order to ensure that the manual was completed in an efficient, cohesive manner the seven writers met as a team for eight full days in a large conference room. No interruptions were allowed so that all efforts could be directed toward writing. The whole process was much more difficult than any of us imagined it would be. The different skill levels and experiences influenced the way each of us approached writing our sessions.

The task for each person was complex, namely, to write a two-hour workshop session which would be interesting, relevant, fit well with the other seven sessions, which would not duplicate what other sessions present, but would in the end help teachers improve their teaching skills in a particular area. As if this were not enough each session was to be written in a particular format and was to include particular elements. In the end we

wanted it to look as though one person had written and designed all eight sessions.

The results of the effort were as diverse as the people who participated. Some wrote whole sessions in a day or two while others took the full eight days to complete a partial session. Some sessions were rewritten several times. Most of the writers became discouraged at one point or another and wondered aloud if they could finish. Fortunately the group was compatible and gave each other a great deal of assistance.

The process we used was that of consensus. We met together as a group each day to review each other's work. Criticism was constructive and always considered when making changes. Each session was read carefully by every person on the team.

At the end of the eight writing days, four members of the team left on vacation. Two of us then had the task of editing the manual. Several drafts were completed and the entire manual was proof read at least ten times. The author then wrote an introduction to the manual and an appendix which included a glossary of terms, bibliography, and a Training Checklist, which could be used to measure effectiveness of the training.

A name was chosen for the training manual, Exploring Teaching of Young Children. The final copy was reproduced and compiled in notebooks for participants of the training workshop.

Both before and after the writing sessions occurred, planning for the three-day workshop itself proceeded. This was only the second time the grantee had planned a training which

would take place away from the Los Angeles area, and the first time for the education component staff. Casa de Maria, a non-profit conference center in Montecito, near Santa Barbara in California was chosen as the location. It was found to be the most inexpensive of the centers within a reasonable driving distance from Los Angeles.

Letters were sent to the agency project directors and district coordinators (see Appendix C) inviting participation of Child Development Supervisors and the district coordinators, who also serve as Education Coordinators. The maximum number of reservations we expected was 45.

We wanted the training to take place early in the year so that participants could use the material to train teachers. The dates chosen were October 2-5. We asked people to arrive on Sunday so that we could give an introduction to the training and distribute materials on Sunday evening and begin the sessions promptly Monday morning.

A schedule for the three and one-half days of training was developed (see Appendix D). We wanted to present eight two-hour sessions in two days but we also wanted to allow time for discussion of the content and format. We decided to "model" each two-hour session in one hour with 30 minutes for discussion after each modelling. The modelling would take place in the center of a large room with 12-15 volunteers and two group leaders participating in the session while the other participants watched. A narrator, or "aside" person would introduce

each session and explain to the participants which activities were being shortened or eliminated for this training only.

The seven writers and the grantee mental health specialist were the group leaders and "asides" for the eight sessions. Assignments were made and the teams of three (two group leaders, and one aside for each session) met to decide how to model the session and to divide responsibilities. In September the eight leaders with other invited grantee staff practiced conducting each of the sessions. Some minor problems were discovered and several of the sessions were practiced again. Input from staff who had not participated in the writing was particularly valuable.

The discussion after each session presented was to take place in small groups. After the list of 60 participants was finalized, four groups were formed and the eight grantee staff assigned, two to each group.

The third day of training, which was actually just five hours, was to focus on supervision, especially observing and giving feedback to teachers. Two trainers from the High/Scope Educational Research Foundation were invited to present the supervision workshop.

This was the first training to include both agency and district education supervisors, so we felt it was important to include warm-up activities for each day to help participants to become acquainted with each other. Activities were also planned for Monday evening, a film festival, and Tuesday evening, a multicultural music sharing time.

In preparation for the conference, materials were collected for each session by the group leaders. Audio visual equipment was reserved. All printed materials were assembled and ready to go two weeks before the training dates.

The Education Leadership Conference

The conference was held October 2-5, 1983 at Casa de Maria. Fifty-seven participants (12 more than we had anticipated), ten grantee staff members and one invited guest from the Office of the Los Angeles County Superintendent of Schools attended the conference. Every delegate agency was represented, in most cases by all Child Development Supervisors, and 13 of the 17 districts participated.

The dates of the conference, October 2-5, conflicted with the grantee requirement that attendance reports be submitted by the fifth working day of the month. Many of the Child Development Supervisors and coordinators worked late Friday night completing the reports so that they could attend the conference.

None of us had seen Casa de Maria prior to the conference and we were surprised and pleased with the beautiful, spacious and serene surroundings. The rooms were clean and comfortable and the meals, served cafeteria style, were healthy and delicious.

Everything went smoothly and according to plan for the full three and one-half days. Enthusiasm on the part of the trainers was high and infectious. The warm-ups were fun and served to get everyone involved from the very beginning. At the conclusion of each day's training the group leaders met with

the Head Start Director to discuss any problems and to go over the next day's agenda. One minor change took place on the last day of training. We felt a need to allow some time for the supervisors to plan how to implement the training "back home" and to make a commitment to use the material from the training. The supervisors training was therefore cut short and one hour was allowed for this planning time. Each agency or district staff completed a follow-up plan (see Appendix E) during that last hour.

Follow Up Activities to the Conference

Five of the writers assisted supervisors in conducting sessions throughout the year. The three district Education Specialists assisted in giving the full eight sessions for several districts. The three Head Start Specialists assisted with individual sessions.

Beginning in January and continuing through May 1984 grantee staff observed in Head Start classrooms and completed a Classroom Checklist or other observation tool, and three staff members also completed Training Checklists in those same classrooms. Grantee staff encouraged supervisors to include the workshops as part of their required improvement planning. Certificates were designed and printed by the County Schools office to be given those completing the training. College credit through Pacific Oaks College in Pasadena, California was arranged for many completing the training.

In June 1984 four grantee staff members met to examine the written material in the manual to see if revisions should be

made based on the experiences of those who actually conducted the sessions. Minor changes were made in every session. The only session to be changed substantially was Session 8: Using Language with Children. Sections on question asking strategies for dealing with children who are non-English speaking or who have special language needs were added. The revisions will be completed during the summer in time to be published and presented at the National Association for the Education of Young Children conference to be held in Los Angeles in 1984.

CHAPTER 5: RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

This practicum was designed to provide training to Head Start teachers and teacher assistants utilizing a Trainer of Trainers approach. The effectiveness of the training was evaluated in a number of ways.

Participants in the conference completed an evaluation at the conclusion of the three and one-half days of training. Participants were encouraged to include constructive criticism in their comments so that future conferences could better meet their needs. It was expected that 90% of the responses to the nine items on the evaluation would be rated 3 or above on a scale of 1 to 5, 5 being excellent. Actually 98.7% were rated 3 or above. A summary of the evaluation ratings and a sampling of the comments written by participants follows:

TRAINER OF TRAINERS EDUCATION LEADERSHIP WORKSHOP

October 2-5, 1983

EVALUATION

	5 EXCELLENT	4 VERY GOOD	3 GOOD	2 FAIR	1 POOR	TOT
Please evaluate the workshop according to how well it helped you to meet the following goals and objectives:						
Goal: To prepare to lead Exploring Teaching of Young Children groups.						
Objective: To improve and practice group leadership and learning skills.	25	22	9	1	0	5
To understand the goals and philosophy of Exploring Teaching of Young Children.	23	25	8	1	0	57
To become familiar with the content of each session of the manual.	25	23	7	0	0	5
To learn to observe teachers and give effective feedback.	12	15	9	0	0	3
Please rate the following:						
Printed materials	33	18	4	0	0	5
Physical facilities	30	13	7	3	0	5
Presentations by trainers	31	18	7	0	0	56
Group leadership by trainers	31	19	5	1	0	5
Organization of the workshop	33	14	6	0	0	5

COMMENTS:

BEST COPY AVAILABLE

This has been a very helpful workshop in showing us how to actually do it with our teachers.

I would like to have follow-up with similar type of conditions (away from phones, schedules, etc.) in the spring of the year where input is given on results of training at the agencies.

Very good, a little fast paced -- some sessions needed the 2 hours -- example: Developing IEP's.

Ratings: Materials --showed a lot of planning.

Presentation by Trainers: Relaxed, confident.

This is the finest workshop of its type that I have attended. The entire County staff should be complimented on the team work needed to produce and implement this excellent workshop.

Very useful -- lots of fun -- am sure everyone will come away charged -- toward growth -- in some way if not many!

I feel that our breaks should have been longer.

More time for training (IEP) session also Discipline and Punishment session. More time to get from session to session -- rush, rush.

Manual very good -- sequencing, variety, excellent timing, excellent sequence from one to another, great trainers, presentations excellent! Cooperation, cues, and coordination was wonderfully smooth. Some suggestions were: a list of observable verbs for objectives; clarifying brainstorming and leaders role, recorders role. This training session met two important goals -- the most important one to me, and the reason I would like this repeated, is "Team Building". The second -- this resource book and its implementation is truly a gem! Excellent, HOORAY FOR YOU GUYS! (Above comments all written by one person.)

Excellent! Well thought out, good organization, fine interaction. BRAVO!

Very fine experience, difficult to take this much time away from job, but no alternatives to offer, probably the only effective way.

I gained a great deal from the workshop. I would like similar workshop dealing with curriculum guide and educational philosophy if possible.

It was very well organized workshop. The best that the Grantee has ever had. It would be great if we had the funds for another one in April. However, much of this can be followed up in our CDS meetings (Grantee). We are hoping to have better evaluations when we are monitored because of this inspiring, informative, well prepared and subjective workshop. Worthwhile leaving home.

I thought the workshop was well planned and organized. The facilitators were knowledgeable, warm and receptive. I felt very comfortable in the small groups, also as a role player. You could see a great deal of planning went into getting these workshops organized.

The Piagetian material was excellent--overall the best training program County has produced. Having material which can be xeroxed and distributed to teachers makes it much more likely that this training will be implemented.

This particular training session will help me to facilitate the written plan in teacher training on the addressed topics. I feel I got to know some of the Grantee personnel better. I hope this kind of a session is duplicated again soon.

It was anticipated that 50% of all participants would follow through by training teachers using at least some of the material. Actually 86% used some of the material in training. It was anticipated that 30% of the supervisors would present the full 8 session training, while actually 24% presented the full training. In addition:

- 3 districts gave the training to their teachers although the coordinator had not attended the conference
- At least 9 districts and 6 delegate agencies plan to use the material next year
- 4 districts and 3 delegate agencies included the training as part of their improvement plans
- Every delegate agency and district made some use of the material
- Many of the districts and one agency arranged to give college credit through Pacific Oaks College to teachers completing the training

The Training Checklist (see Appendix B) was completed by three grantee staff members on a total of 47 classrooms. Although it was anticipated that seven of the grantee staff would complete Training Checklists, four of the staff members did not do so. They were busy with other projects including using other checklists while observing in classrooms and assisting in giving the training itself. Although they didn't complete the Checklists they assisted greatly in following up with the training.

It was anticipated that teaching staff having received

training would perform satisfactorily on at least 80% of the activities which were rated. Actually the average score for the 47 classrooms was 82.8%.

The following table analyzes the results in the 47 classrooms by item. The scores by item ranged from a low of 66.0% for item 10 to a high of 95.7% for item 2.

Training Checklist Results (47 classrooms)

Item Number	Yes	No	% in Compliance
1	43	4	91.5%
2	45	2	95.7
3	35	12	74.5
4	36	11	76.6
5	37	10	78.7
6	44	3	93.6
7	42	5	89.4
8	44	3	93.6
9	39	8	83.0
10	31	16	66.0
Total: 47 classrooms - average rating 82.8%			

Although the average rating achieved for all items was 82.8%, four items fell below the target of 80%. These items and plans by the grantee to improve these four items are as follows:

#10: Teachers use communication strategies with children which include free conversation and open-ended questions, (rating: 66.0%).

Improvement plans: Session 8 in the Exploring Teaching of Young Children curriculum has been revised to emphasize the understanding and use of open-ended questions by teachers.

#3: Teachers observe children and keep written observation notes on all children in the classroom, (rating: 74.5%).
Improvement plans: A second session on this topic which includes planning lessons based on observations will be added to the manual and presented as part of the education training in October 1984.

#4: Teachers write an IEP for each child which includes objectives with appropriate activities included for each objective, (rating 76.6%).
Improvement plans: A follow-up session on IEPs which includes more information on task analysis and using IEPs will be added to the manual and presented as part of the education training in October 1984.

#5: Activities are individualized and there is written evidence that plans are made for specific children, (rating: 78.7%).
Improvement plans: A session to be added to the manual on observing children and lesson planning will emphasize the need to plan for individual children and to indicate this fact in lesson plans. This session will be presented as part of the education training in October 1984.

The actual improvement in classrooms was impossible to measure because the same checklist was not used as both a pre

and post test. However grantee staff who observed in classrooms both before and after the training took place noticed a marked improvement in the skills of teachers which were measured by the Training Checklist.

Many of the supervisors and grantee staff who trained teachers had participants fill out evaluations at the end of the training. These were not collected by the writer but group leaders said that evaluations were indeed very positive, (no percentage was established). One teacher wrote an eight page evaluation which detailed all that she had learned from the sessions and how she used the information in her teaching. One of the grantee Education Specialists devised her own evaluation form which asks the participant to list three things learned from the training and how these have been implemented in the classroom. This evaluation form will be added to the manual.

Additional results:

Many unexpected results came out of the conference and the follow-up training which cannot be reported in numerical terms.

- The seven staff members who wrote the material developed a cohesion as a working group which continued throughout the year.
- Many supervisors who attended the training commented that the grantee staff had modelled team work during the conference which they would attempt to develop in their agencies.
- The enthusiasm generated at the conference produced an

intensive effort by those involved to improve classroom programs.

- Staff from two districts who attended the training together got acquainted for the first time and decided to hold each session at a different school so they could learn more about each other's programs.
- In four districts participants decided to add two additional sessions dealing with topics of their choice (outdoor activities, computers, room arrangement). The participants themselves gave the workshops.

Conclusions

A review of the results would indicate that a Trainer of Trainers approach to training Head Start teachers is effective in improving classroom programs and skills of teaching staff. It would seem logical that this approach would be most effective when attempting to train large numbers of staff when direct training is impossible.

When designing training of this sort it is important to keep in mind the different skill levels and backgrounds of those receiving training. It cannot be expected that there will be 100% follow-up, although it must be assumed that every trainee will find at least some of the material interesting and useful and will make use of it in some way.

The motivational value of an intensive training held away from the work place must be considered as a positive result of training such as this. The large amount of time spent planning

the conference and writing the manual was deemed to be worth while considering the follow-up activities that took place and the enthusiasm which the conference generated.

Finally, this conference was seen as a good beginning to an organized grantee training, but only a beginning. The training which is being planned for October 1984 will build on the material presented in the first conference, and already topics are being discussed for the following year's training. Training must be continuous in order to be effective.

Follow Up and Recommendations

The conference and manual were so well received that the grantee almost immediately began planning for a follow-up training. A few weeks after the conference all group leaders met together to discuss recommendations for adding to or changing the present manual, for sessions to be added next year and for the conference next year. The discussion also included recommendations made by participants and included:

Suggestions for the content of the manual: (this year's and next)

- put in more on IEPs - how all coordinators are involved; add key words and more task analysis
- put in more on behavior management
- emphasize everyday feelings (Session 8)
- separate feelings from language (Session 8)
- add the value of play
- add separation anxiety

- add a taxonomy of question asking
- add to Piaget's stages (what comes before and after)
- put in more on open-ended questions
- incorporate handicapped children in all sessions

The conference:

- emphasize supervision, including team building, leadership styles
- have more time to discuss unique problems and troublesome teachers
- reduce the number of topics
- have more active involvement of participants - perhaps give each workshop in two locations simultaneously
- give one session in its entirety
- give small group leaders guidelines for leading discussion for each session
- add a section, "How to Use This Manual"

At the December 1983 Child Development Supervisors' meeting suggestions for next year's training were given by the supervisors. These generally repeated what the grantee staff had recommended.

As a result of the positive reception of the conference and the successful results of the training, a second training has been planned for October 14-17, 1984. A manual is being prepared to accompany the conference as before. The recommendations of participants and grantee staff have been taken into account. Next year's training will include a full day on supervision and

four sessions added to the manual: IEPs part two; classroom management; science; lesson plans which include individual children. These are all areas which still need training according to our assessment results.

Dissemination

The training and the training manual will be presented by the author at the National Association for the Education of Young Children (NAEYC) Conference on Thursday, November 8 in Los Angeles as part of a preconference session "Head Start/ State Preschool -- A Model for Achieving Program Excellence". The manual is being revised with the four new sessions added and will be published and available for purchase at the conference.

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EVALUATION OF TRAINER OF TRAINERS WORKSHOP

Please evaluate the workshop according to how well it helped you to meet the following goals and objectives:

		Excellent	V. Good	Good	Fair	Poor
Goal:	To prepare to train teachers using the Exploring Teaching of Young Children manual.					
Objectives:	To improve and practice group leadership and learning skills					
	To understand the goals and philosophy of Exploring Teaching of Young Children					
	To become familiar with the content of each session					

Please rate the following:

Printed materials					
Physical facilities					
Presentations by trainers					
Group leadership by trainers					
Organization of the workshop					
Relevance to teachers' needs					

COMMENTS: _____

_____

_____

APPENDIX A

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APPENDIX B

TRAINING CHECKLIST

Agency Name _____ Date _____

Site Name _____ Observer's Name _____

Class Number _____

Yes No 1. Materials in each area of the classroom include materials which are appropriate to the developmental level of each child in the classroom.

Yes No 2. Teachers provide for free exploration and experimentation with materials in order for children to solve problems.

Yes No 3. Teachers observe children and keep written observation notes on all children in the classroom.

Yes No 4. Teachers write an IEP for each child which includes objectives with appropriate activities included for each objective.

Yes No 5. Activities are individualized and there is written evidence that plans are made for specific children.

Yes No 6. Activities are available for children which are sequential in nature, from simple to complex, and from concrete to abstract.

Yes No 7. There is a balance of child initiated and teacher initiated activities in the classroom.

Yes No 8. There are opportunities throughout the day for play activities in which children solve problems.

Yes No 9. Classroom management techniques include plans for transition times and for use of space and materials.

Yes No 10. Teachers use communication strategies with children which include free conversation and open-ended questions.

COMMENTS (optional): _____

_____

_____

_____

Have teachers been trained with Exploring Teaching of Young Children?

Teacher Yes No Teacher Assistant Yes No

Teacher Yes No Teacher Assistant Yes No

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

STUART E. GOTHOLD, *Superintendent*

August 19, 1983

TO: Head Start Project Directors
District Program Coordinators
Child Development Supervisors

FROM: Joan Wertz, Head Start Area Administrator
Ann Wilmshurst, Head Start Specialist

SUBJECT: EDUCATION LEADERSHIP TRAINING FOR CHILD DEVELOPMENT SUPERVISORS AND DISTRICT PROGRAM COORDINATORS

Plans have now been finalized for the education training for Child Development Supervisors and District Program Coordinators. As announced earlier, it will take place October 2-5, 1983 at La Casa de Maria in Santa Barbara, California.

In this "Trainer of Trainers" model training, participants will learn group leader techniques which include facilitating discussions, leading a brainstorming session, utilizing role-playing and actively involving teaching staff in training activities.

The training will focus on those areas in the assessment which have been found to be in need of improvement in the education component. A training manual has been developed which all participants will receive and will be expected to use in training teachers. Two days of training will be devoted to becoming familiar with the content of the manual and to practicing its implementation.

The Manual, entitled, "Exploring Teaching of Young Children", is divided into eight sessions:

Session 1: "Exploring the Classroom Environment"- Looking at how and what children learn through exploring materials; providing materials which are appropriate for individual children.

Session 2: "Observing Children"- Observing children and writing objective observations; using written observations to plan for children.

Session 3: "Developing an IEP"- Gathering appropriate information to develop objectives for children; writing objectives and deciding on activities which help children meet objectives.

Session 4: "Individualizing the Curriculum"- Reviewing Piaget's preoperational stage of development; individualizing the curriculum.

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Education Leadership Training for CDS
and District Program Coordinators
page 2

Session 5: "Choosing and Sequencing Activities"- Balancing child and teacher initiated activities; sequencing activities from concrete to abstract and from simple to complex.

Session 6: "The Value of Play"- Understanding the Value of Play for Children" helping children solve problems and develop language through play.

Session 7: "Guiding and Supporting Children"- Guiding children's behavior in the classroom; developing reasonable expectations for behavior; helping children cope with fear and anger.

Session 8: "Using Language with Children"- Interacting with children with and without words; learning about different types of interactions; helping children express feelings.

The Manual also includes a bibliography and glossary.

The third day of training will focus on supervisory skills, especially how to observe teachers and give more effective feedback. Mary Lewis, Region IX Head Start Education Specialist has been invited to give the keynote address.

It is hoped that all child development supervisors and district coordinators will be able to attend this very special training opportunity. Training expenses including room and meals will be paid for by the Grantee. Transportation costs will be the responsibility of the agency or district. It is expected that most people will want to car-pool. Arrival time on Sunday, October 2 will be 3:30 p.m. Departure time on Wednesday, October 5 is 2 p.m.

Please complete the enclosed reservation form for your agency or district and return it by Friday, September 2, 1983. Because all rooms are doubles, you may want to include the name of a preferred roommate for each participant. More detailed information including a map and schedule will be sent to participants as soon as we have your reservations.

If you have any questions, please contact, Ann Wilmshurst at 924-1560.

JW:AW:mb
Enclosure

TRAINER OF TRAINERS: EXPLORING TEACHING OF YOUNG CHILDREN

La Casa de Maria
October 2-5, 1983

RESERVATION FORM

NAME OF AGENCY/DISTRICT: _____

	NAME(S) OF PARTICIPANTS	ROOMMATE PREFERENCE (Optional)
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

Please return by Friday, September 2, 1983 to:

Head Start/State Preschool Grantee
10850 East Alondra Boulevard
Cerritos, California 90701

APPENDIX D

TRAINER OF TRAINERS WORKSHOP

EXPLORING TEACHING OF YOUNG CHILDREN

La Casa de Maria
Santa Barbara, California

October 2-5, 1983

A G E N D A

Sunday - October 2, 1983

4:00 - 4:30	Registration: Carmen Stefan
5:30 - 6:30	Dinner in the Dining Room
7:00 - 7:30	Introductions: Joan Wertz, Head Start Administrator
	Guest:
	Dr. John Landrum, Director, Project Funding & Management
7:30 - 8:15	Training Orientation: Ann Wilmshurst
8:15 - 9:00	Get Acquainted Activity: Sandra DeJarnett

Monday - October 3, 1983

7:30 - 8:00	Morning walk or jog (optional)
8:00 - 8:45	Breakfast
8:45 - 9:00	Warm-Up: Ruth Hayes
9:00 - 9:15	Modeling/Small Groups: Gerry Lopez
9:15 - 10:15	Session 1: "Exploring the Classroom Environment" Co-Leaders: Maryann Suggs and Ann Wilmshurst Aside: Barbara Bortoluzzi
10:15 - 10:30	Break
10:30 - 11:00	Small Groups*
11:00 - 12:00	Session 2: "Observing Children" Co-Leaders: Ruth Hayes and Elba Sutterlin Aside: Sandra DeJarnett
12:00 - 1:00	Lunch
1:00 - 1:30	Small Groups
1:30 - 2:30	Session 3: "Developing an IEP" Co-Leaders: Sandra DeJarnett and Gerry Lopez Aside: Charles Melendez
2:30 - 3:00	Small Groups
3:00 - 3:15	Break
3:15 - 4:15	Session 4: "Individualizing the Curriculum" Co-Leaders: Ruth Hayes and Ann Wilmshurst Aside: Gerry Lopez
4:15 - 4:45	Small Groups
5:30 - 6:30	Dinner
7:30 - 9:30	Film Festival: Elba Sutterlin and Barbara Bortoluzzi

*Small Group Leaders

GROUP 1 (blue)	GROUP 2 (yellow)	GROUP 3 (Tan)	GROUP 4 (red)
Ann Wilmshurst	Charles Melendez	Gerry Lopez	Sandra DeJarnett
Elba Sutterlin	Ruth Hayes	Barbara Bortoluzzi	Maryann Suggs

Tuesday - October 4, 1983

7:30 - 8:00	Morning walk or jog (optional)
8:00 - 8:45	Breakfast
9:00 - 9:15	Warm-Up: Maryann Suggs
9:15 - 10:15	Session 5: "Choosing and Sequencing Activities" Co-Leaders: Barbara Bortoluzzi and Elba Sutterlin Aside: Maryann Suggs
10:15 - 10:45	Small Groups
10:45 - 11:00	Break
11:00 - 12:00	Session 6: "The Value of Play" Co-Leaders: Gerry Lopez and Charles Melendez Aside: Elba Sutterlin
12:00 - 1:00	Lunch
1:00 - 1:30	Small Groups
1:30 - 2:30	Session 7: "Guiding and Supporting Children" Co-Leaders: Maryann Suggs and Sandra DeJarnett Aside: Ruth Hayes
2:30 - 3:00	Small Groups
3:00 - 3:15	Break
3:15 - 4:15	Session 8: "Using Language with Children" Co-Leaders: Charles Melendez and Barbara Bortoluzzi Aside: Ruth Hayes
4:15 - 4:45	Small Groups
4:45 - 5:30	Social Hour
5:30 - 6:30	Dinner
8:00 - 9:30	Multicultural Music: Charles Melendez

Wednesday - October 5, 1983

7:30 - 8:00	Morning stretch, walk or jog (optional)
8:00 - 8:45	Breakfast
9:00 - 12:00	Effective Supervision: Michelle Ludwig and Ellen Frede-Lynn, High/Scope Consultants
12:00 - 1:00	Lunch
1:00 - 2:00	Effective Supervision/Back Home Planning
2:00 -	Check-out

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

AGENCY: _____

TRAINERS: _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

TRAINING PLANS	TIMELINES

NEEDS	SOLUTIONS

Exploring Teaching of Young Children

Office of the Los Angeles County Superintendent of Schools • Head Start/State Preschool Grantee

TABLE OF CONTENTS

Introduction

Session 1: Exploring the Classroom Environment

Session 2: Observing Children

Session 3: Developing an IEP

Session 4: Individualizing the Curriculum

Session 5: Choosing and Sequencing Activities

Session 6: The Value of Play

Session 7: Guiding and Supporting Children

Session 8: Using Language with Children

Appendix:

Glossary of Terms

Film/Filmstrip Media List

Group Participation Assessment

Training Checklist

Introduction

Exploring Teaching of Young Children is designed to help Head Start teachers and teacher assistants learn more about preschool age children and become more aware of their influence on the children in their classrooms. (Although designed primarily for teachers and teacher assistants, many of these sessions could be adapted for use with classroom volunteers as well.) The teacher and the methods she uses to plan for and interact with children have been found to be the most important components of a preschool program.

The program assessment, conducted in a representative sampling of the Los Angeles County Schools Head Start Grantee classrooms during Program Year 1982-83, identified a number of areas in the education component as needing improvement. This training addresses most of those items and attempts to present the material in an interesting, stimulating manner. In the eight workshops participants are actively involved in discussions, brainstorming, role playing, decision making, observing, using materials and practicing techniques used in teaching. There are no "lectures" but each workshop contains valuable information which participants are likely to remember and put to use because they have been involved in generating ideas related to the material.

Content of the Workshops

The first session begins by focusing on the classroom, the materials and children's use of materials. Following this workshop, the next two sessions address the difficult task of observing children, writing and using observations for planning and referrals, and developing Individual Education Plans based on information obtained in the classroom and from parents and other adults. Participants are next introduced to developmental theory and how this relates to planning for individual children. Teacher-child interactions are explored through teacher initiated and child initiated activities and through the adult-child interactions during play. The concept of discipline and classroom management techniques are examined along with adult guidance and support as children express their feelings of anger and fear. The last session looks at communication in the classroom and helping children express and understand their feelings.

A glossary of terms used in the training and bibliography are contained in the appendix. There is also a section on leadership techniques to help workshop leaders in using the techniques contained in this training.

Structure of the Workshop

Each workshop is designed to be a two-hour session with one group leader and no more than 20 participants, teachers and teacher assistants. It is recommended that the training sessions be held once a week for 8 weeks. The manual is written in an easy to follow step-by-step "recipe" format. Each session begins with the underlying themes which contain background information helpful to the group leader. The goals of each session are included along with the agenda which is a listing of each activity which will take place. The materials are listed next, to assist the leader as she prepares for the session. The activities which are contained in each session are clearly written, with directions to group leaders on how to conduct the activity, examples of key questions to ask during discussions, and any other guidance needed to make for a successful session, including the approximate time needed for each activity. Each session ends with an "At-School Activity", something

which participants will be asked to do in their classrooms during the following week to reinforce the information and skills gained during the session. Each session, beginning with session two, begins with a discussion of the previous week's "At-School Activity".

Acknowledgements

Many people contributed to the development of this manual. The Los Angeles County Schools Head Start Grantee staff who participated in writing the sessions were Barbara Bortoluzzi, Ruth Hayes, Gerry Lopez, Charles Melendez, Maryann Suggs, Elba Sutterlin and Ann Wilmshurst. Suggestions were also gratefully received from Dr. Ella Nomland, Dr. Sandra DeJarnett and Donna Iwagaki. The development of this training manual would not have been possible without the continuing support of Joan Wertz, Head Start Area Administrator. The format of the sessions is patterned after "Exploring Parenting", a highly successful curriculum presently being used with Head Start parents.

FILM/FILMSTRIP MEDIA LIST

FILM

High Scope Films:

- Acknowledging Children's Choices and Decisions
- A Good Classroom is Full of Choices
- Contrasting Teaching Styles - Small Group Time
- Contrasting Teaching Styles - Worktime, The Art Area
- Experiencing and Representing - A Way Children Learn
- Key Experiences
- Observing Role Play
- Planning Activities That Include Choices
- Questions That Help Children Develop Their Ideas
- Supporting Communication Among Preschoolers - Part I & II
- Team Planning in the Cognitively Oriented Curriculum
- Thinking and Reasoning in Preschool Children

Exploring Parenting Films:

- Clay Play
- Little Blocks

FILMSTRIP

- Arranging and Equipping the Classroom
- The Block Area
  - I Setting up the Block Area
  - II A Place to Explore New Materials
  - III A Place to Build All Kinds of Structures
  - IV A Place to Represent Things
  - V Observing a Child in the Block Area
- Un Marco Abierto - Media for Parents

These films and filmstrips are available for check-out at the Grantee Office.

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SESSION 1: Exploring the Classroom Environment

Underlying Themes of the Session

Arranging and selecting materials in the preschool classroom presents a challenge to the adults who work in that classroom. The kinds of materials which the teacher chooses determines the amount and kind of learning that will take place during each day. The child learns through direct experiences, by touching, smelling, manipulating, sorting, and arranging materials. A child who has never seen or touched a real pineapple, or handled real sea shells, or pulled a carrot out of the ground will not readily relate to pictures of such things.

Jean Piaget tells us that such a child "must go back and explore the rich world of childhood -- touching, smelling, climbing, digging -- before he is ready to settle down to books full of squiggly, meaningless symbols called 'letters'" (Pulaski, 1971). In planning, teachers must use the things in the classroom. They must also keep in mind that the way materials are arranged and displayed and how relevant they are to each child's home environment will determine to a great extent what children choose to work with.

The materials must not only provide for direct experiences but must also be challenging to children. Although the children in the group may be approximately the same age, they will be at different developmental levels and will come to school with different home experiences. A wide range of materials must be provided to meet the needs of each child.

Goals of Session 1

- To develop an understanding of what children learn from actively exploring materials.
- To increase understanding of how materials help children learn concepts.
- To learn more about how materials vary in complexity and how to provide a range of materials in all areas of the classroom.
- To learn the value of arranging classroom materials to encourage children's exploration of materials and developing plans to introduce and foster interest in materials.
- To discover how materials in the classroom can help children's social and emotional development.

Agenda

Getting Started
Warmup
Brainstorming
Some Basic Materials
Peanuts

Learning About Numbers
Making a Flower
Are Materials Used?
Many Kinds of Blocks?
At-School Activity
Summary

Materials

1 pound of peanuts in the shell, 3 containers

A variety of number games/materials, e.g., blocks, dominos, dice, peg/number games, abacus, teddy bear counters, matching games

Materials to make a flower, e.g., pipe cleaners, play dough, markers, legos, bristle blocks, crayons, glue, paste, tissue paper, styrofoam, scissors, paper, popsicle sticks, yarn, hole punch, buttons, cotton, etc.

15-20 large cardboard blocks

Small set of kindergarten blocks

Assortment of inch blocks and playskool people

Chart paper, marker and tape, or chalkboard and chalk

Getting Started (5 minutes)

If there are people in the group who do not know each other, name tags should be worn. Set up chairs in a circle with a chart pad and easel or blackboard accessible. The first session should be held in a classroom where many materials are available. Either put the goals for Session 1 on chart paper or the chalkboard or zerox copies for participants to look at. Read the five goals and the agenda.

Warm-up (10 minutes)

The first session should begin with a warm-up activity. Following is one suggestion, although you may choose to use another:

> Ask each person to choose a partner. They should sit back-to-back on chairs. Give one of each pair a piece of 8" X 11" paper which has been folded several times. Give each of the remaining participants a piece of unfolded paper. Following only the verbal directions given by the partner, each pair should try to duplicate the folded paper (no peeking, please!).

This will take some pairs longer than others; give everyone enough time to try it. You might summarize the activity by pointing out how difficult it is to follow verbal directions when there are no other clues. A similar difficulty exists with children who need to use all their senses when learning something new.

Brainstorming (5 minutes)

Purpose: To learn the skill of brainstorming to share ideas.

Explain that brainstorming describes a group problem-solving skill which the group will be using in the next activity and throughout this training. It's a good idea to put the four rules of brainstorming on the blackboard or on chart paper so people can refer to it if needed. Go over the four rules: 1) list every idea, 2) don't judge, 3) don't discuss until list is complete, 4) repeat or add to ideas, if you want.

Some Basic Materials (20 minutes)

Most preschool classrooms include a variety of materials which are fun for children to use. In the United States we see many of the same materials in day care centers and private preschools as we do in Head Start classrooms. But why?

Divide a piece of chart paper into 4 columns putting the words "blocks", "dress-up clothes", "stringing beads", "paints" as headings for each column:

blocks	dress-up clothes	stringing beads	paints

Ask one of the participants to be your recorder, to write ideas generated by the group on the paper. Beginning with the first column, ask the group to "brainstorm" a list of reasons why we usually find blocks in the classroom. Continue with dress-up clothes, stringing beads, then paints. When the lists are completed, ask, "Do you see similarities in the list? Differences? Would these materials be appropriate for all children?"

Now imagine a preschool on a south sea island. There is no building, only a shade structure covered with palm fronds. There are no materials which have been purchased. As a preschool teacher, what materials could you provide which would give children similar experiences to those on the list we just completed? Would these materials be appropriate for all children? Would the blocks and stringing beads be appropriate for these children?

Peanuts (15 minutes)

Hold up a large picture of a peanut and ask the group, what can you tell me about peanuts from just looking at this picture? Be sure the list does not include responses like, "They are salty" -- or "They're crunchy" -- you can't tell this just by looking!

Now divide into groups of 3-4. Give each group a generous pile of peanuts in the shell. Each group should choose a recorder and generate a list of things to say about the peanuts. Participants should be encouraged to use all their senses. (You will want to provide a tray or large container for each pile of peanuts.) Ask one group to share their list while you quickly record on a large piece of paper. Ask if anyone has anything else to add. (There is a picture of a peanut provided in this manual, hand-out #1-1, or use your own.) Contrast the number of responses to that generated by looking at the picture. Why is the second list so much longer?

Learning About Numbers (15 minutes)

Place on the floor (or a table) in the middle of the group 8-10 different materials with which children could learn about numbers. Examples of materials might be blocks, dominos, dice, peg/number games, abacus, teddy bear counters, matching games. Ask the group which materials would be appropriate for children at the lowest developmental level. Have one person arrange the materials from least to most complex with the group directing him. There may be some disagreements, which is fine. The point you want to stress is that it is important to have a wide range available.

What should a teacher do if a child chooses material which is too difficult for him and as a result becomes frustrated? Ask for volunteers to share strategies which have worked for them. Discuss at least two other kinds of materials and how to provide for a range of complexity. A good example to discuss is puzzles. How can you provide for a wide range of puzzle activities in the classroom? See if participants can come up with other material besides the number of pieces, for example:

- putting together a puzzle without a frame
- outlining the pieces within the frame
- different sized puzzles (e.g., floor puzzles)

Ask how books in the classroom can be appropriate to a wide range of children. What would be the simplest book you might see in a preschool classroom? The most complex? What about homemade books when certain books aren't available, for example, books in another language on a certain topic?

Making a Flower (15 minutes)

Put a variety of materials out on a table for participants to use. Tell them to choose any materials they wish to make a flower. Give them about five minutes to make it. As many materials as possible should be available, e.g., pipe cleaners, play dough, markers, legos, crayons, glue, paste, tissue paper, styrofoam, scissors, construction paper, popsicle sticks, yarn, hole punch, buttons, cotton balls, macaroni, scotch tape. You will only need a small amount of each material. When participants have finished, ask what children might learn from using a wide variety of materials? From seeing each other's products? How might the activity have been different if everyone had the same materials? What would have happened if people were allowed to make anything they wanted to?

Are Materials Used? (10 minutes)

Some materials are available in the classroom but children don't use them. Have one participant read the following situation aloud:

"The schedule in Mrs. Jones' class is as follows:

8:30 - 9:00 breakfast
9:00 - 10:00 free choice activities
10:00 - 10:30 circle time
10:30 - 11:30 outside activities
11:30 - 12:00 lunch
12:00 - 12:30 reading stories in two small groups

During free choice time Mrs. Jones sets up three activities to keep children from 'wandering'. For example, at one table she puts out play dough, at another finger painting and at another making shape books. She notices after several weeks that no one has looked at the shell collection she brought in or tried out the new magnet game she just bought. What can she do to encourage the children to use these materials?"

Sometimes the way materials are stored is a problem. Wher nging your room what are some of the things you should keep in mind v considering where and how to store materials? Brainstorm a list of ideas. Ask what you can do to ensure that children use many different materials? What can you do if one child always plays with one particular material?

Many Kinds of Blocks (15 minutes)

Divide participants into three equal groups. Give out th owing materials:

Group I: Approximately 20 cardboard blocks
Group II: A small set of kindergarten blocks
Group III: An assortment of inch blocks and little people

Give each group approximately five minutes to make some of their materials. When finished, as a group look at what eac oup made. Compare the kinds of building that went on. Were the individual or joint efforts? What kind of group problem solving What social interactions, if any were there? (Note: Generally, t the size of the materials, the more individual the project will be g in less social interaction and less sharing.)

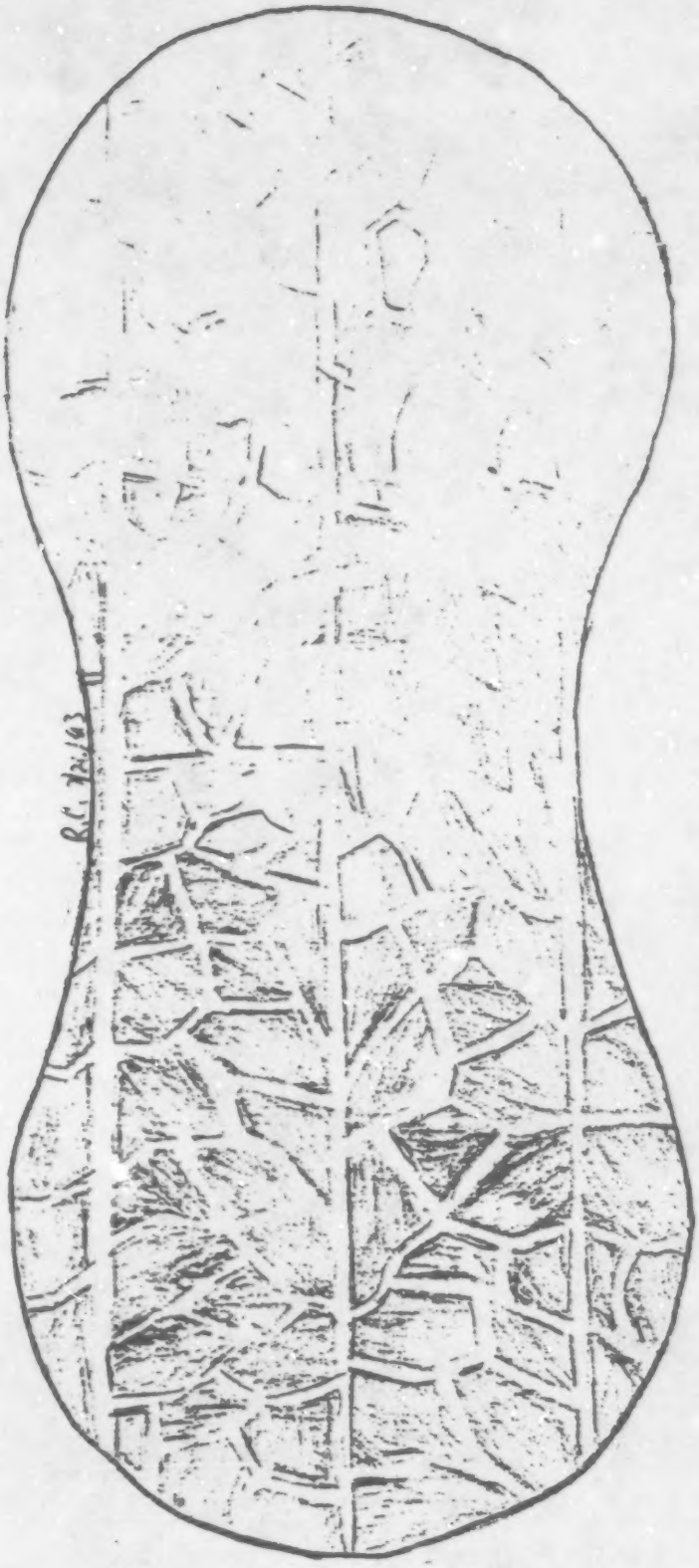
How can teachers set the stage for social interaction e types of materials she chooses? Can you think of other kinds s besides blocks that would accomplish similar goals for teache

At-School Activity (5 minutes)

Observe carefully in your classroom this week on three days to see which area of the classroom is used the least by child e down a list of five new materials to add to that area. Plan one ac ing one of the new materials.

Summary (5 minutes)

Briefly review the goals for this session to see how t ddressed.



SESSION 2: Observing Children

Underlying Themes of the Session

If we believe teachers should have detailed knowledge of children's development and should base their teaching on their knowledge of each child then it is consistent to require the keeping of ongoing observations and anecdotal records of children's development.

Good individual records help the teacher plan the curriculum and also plan for meeting individual children's needs. A system of record keeping will help focus on the children found to be troublesome but also on the quiet child who may be overlooked.

Good individual records also help the teacher evaluate the child. If the goal of the teacher is to facilitate each child's development, then the teacher needs some record of each child's development in order to assess the child's progress.

A good record keeping system will also help teachers make appropriate referrals for services.

Goals of Session 2

- To learn the skill of writing descriptive observations.
- To use written observation for ongoing anecdotal record keeping.
- To use written observations for the purpose of referral and planning.

Agenda

Getting Started
Discussion of At-School Activities
Warm-up
What to Observe
How to Observe
Role Play Observations
Anecdotal Record Keeping
Records for Referrals
Records for Planning
At-School Activity
Summary

Materials

Observation - record forms

Role Play situations

16mm projector - optional

Suggested film list (see bibliography)

Construction paper -- blue, yellow, red, green

Scrap paper/collage paper
Plain paper -- various sizes
Crayons, marking pens, pencils
Books
Blocks (small)
Trucks (small)
Glue, tape, stapler, scissors
Counting bears

Getting Started (5 minutes)

Put goals for Session 2 on chart paper or on the blackboard. You might want to distribute copies of the goals and agenda for teachers to look at. Review the goals and agenda together.

Discussion of At-School Activities (10 minutes)

Briefly discuss the three different classroom observations you made during the week and the areas you found to be used least by children. Write the list of five new materials you added to those areas on chart or blackboard.

Warm-up (10 minutes)

Have teachers individually record for two minutes on a sheet of paper the observations they have made of the presenter since they arrived. When they have finished they should share what they have written with each other. Discuss how difficult it is to write an observation without a purpose or a focus in mind. Have teachers choose one partner and decide on a focus for the observation. Have one teacher observe her partner for one minute and record observations on a sheet of paper. Switch roles and have the other teacher observe for one minute. Compare the difference of having and not having a clear focus for observation and how much more detailed information you were able to record.

What to Observe (10 minutes)

Our observations of children will be more meaningful if we sometimes have a focus, something on which to center our attention. When observing children what are some of the things we might look for? Focus in on? List ideas which come from the group, which will include some of the following:

- Language, speech being used
- Discipline, behaviors
- Socializing
- Daily routine/schedule
- Cognitive development
- Large motor development
- Fine motor development
- Interactions with materials
- Interacting with other children
- Interacting with adults

At other times we may want to use other types of observations. Ask if participants can think of other types of observations. Some ideas might be a) observe one child for a short period of time and write down everything he does, b) observe the total classroom to observe use of space or materials.

How to Observe (20 minutes)

Observations can be written on a variety of types of forms. Any format which suits your needs and preserves a distinction between description and interpretation or explanation will do. Let's look at one such form. Give each participant the Observation Form (Hand-out #2-1). Discuss the two columns. Column 1 is the narrative portion that describes in words what actually happened. In doing this, try to be as objective as possible by describing the exact behavior of a child. Column 2 is the note section where you make comments on the behavior. Compare the two following examples of written observations.

2/3/81 - John poured water from the container into a glass without spilling any, he said, "I poured it all."

2/9/81 - Mark behaved in an aggressive manner.

The observation of 2/3/81 is a better description of behavior than of 2/9/81 because it is more objective. We know what John actually did in a specific and concrete way. We do not know, however, what acts the recorder considers to be agressive and can only guess as to what Mark actually did.

As a large group share on chart paper the following statements and have the group decide if they are objective statements or ~~descriptive~~ interpretative statements.

1. Mary is tired because she was lying down in the book area.
2. Joe took his peanut butter and jelly sandwich and cut it in half with a knife at snack time.
3. Susie was putting a puzzle together and got mad because she couldn't do it so she threw it on the floor.
4. Anna climbed up the stairs to the slide and slid down on her back, feet first.
5. Carol played in the block area and made a tower with six rectangular blocks.

When you observe you not only need to have a question in mind but you also need to:

A. Map out the scene with time and date. This map might include the room arrangement, location of persons and identification of learning centers.

B. Keep shorthand notes while actually observing. You will devise your own shorthand system to help keep observation notes down to a minimum.

C. Expand shorthand notes as soon as possible after the observation. Without notes to help your memory, all but the last few minutes of your observation will be jumbled or forgotten.

D. Sort and edit your notes because in the rush of observing, the separation between narrative descriptions and interpretations will become vague.

Many teachers prefer to use index cards rather than full sheets of paper on which to record observations. Index cards can be carried around in a pocket and are readily available to the teacher. The format is not too important, but what is important is that you write them on a regular basis.

Role Play Observations (Approx. 25 minutes)

Choose 5* teachers to role play 5* children. The rest of the teachers are to choose a focus from the second activity, What to Observe, to observe one child. Give the 5 teachers some additional observation forms (#2-1) to use while they are observing.

*Number of role play situations can vary depending on size of group. (An alternative to use instead of role play would be to view short segments of films of children playing and to practice writing observations.)

Child #1 - All you want to do is to draw circles. Go to where the paper and crayons are and start drawing your circles.

Child #2 - You don't want to do anything. Just sit quietly in your chair and watch all the other children playing.

Child #3 - You went fishing yesterday with your dad and you can talk and think of nothing else. Choose one child to be your best friend and go talk and share your experience.

Child #4 - You want to make the L.A. freeways out of blocks and race your trucks along them. Go to blocks/trucks and start building.

Child #5 - You just want to do what your friend does; he is the one playing with blocks and trucks. Go ask him if you can play with him.

Role play and observations should last 3-5 minutes. After the role play have observers edit their notes between narrative and note sections. (2-3 minutes). Have observers discuss any problems they had such as:

A. Difficulty between descriptions and interpretation of notes.
B. Mapping out the scene with date, time, room arrangement, location of persons.
C. Using shorthand notes.
D. Expanding shorthand notes.
E. Sorting and editing the notes.

Switch teachers so that 5 observers will role play and teachers who role played will observe.

- distribute Observation Forms
- give 5 new situations to role players

Child #1 - You want to make a playhouse out of blocks. You know exactly what you want to use and how you will go about making the house. Go to the blocks and start building your house. If anyone joins you, tell them what to do and how to build it.

Child #2 - You want to make something for your dad's birthday but don't know what. Go to art materials and start experimenting.

Child #3 - You want to read some books. Go over to the books and pick out what you want. Sit on the floor if possible and start looking or reading them. Don't share with anyone.

Child #4 - You are a shy and quiet child who wants to look at books but you notice that another child has already chosen the books you wanted. Go over and just sit if possible, by the child with the books and wait for him/her to finish so you can use them.

Child #5 - Go to the art area and select 4 strips of pre-cut paper, 1 yellow, 1 blue, 1 green, 1 red. Put your strips down in order and match the bears with the strip of the same color. Then say to the other child working with art materials, "This blue strip is the longest so the blue bear has to go the furthest on their walk."

End with same discussion questions as before.

Anecdotal Record Keeping (15 minutes)

Now that you have edited your observation notes, what are you going to do with the information? Give out one sample blank Anecdotal Record form (Hand-out #2-2). Discuss the form and stress that the format is not important but, what is important is to use a format that will provide information you need for each child. In a large group, have participants use their edited observation notes and transfer information to the Anecdotal Record form. The information on the Anecdotal Record form will be based on the focus each teacher had for observing. Ask for volunteers to share what information they were able to record; why they recorded in a particular column. Ask teachers to share the difficulties they had with recording. Why?

Records for Referrals (15 minutes)

Written anecdotal records are essential for the teacher to have when deciding whether or not to make a referral for special services for a child. Ask the group to consider the following situations, then answer these questions:

- What other information do you need before making the referral?
- If you need further observations, what focus will your observations have?
- To what component might you make the referral?

Write the following observation notes on chart paper or a blackboard.

Situation #1:

10/4 - Jeremy sat behind the book rack for an hour and wouldn't come out. Finally coaxed him out when music time began.

10/7 - Jeremy wouldn't answer me today although last week he was quite verbal with me.

Situation #2:

1/6 - Teresa fell off the tricycle today when she ran over a wooden truck, but didn't cry. She was riding quite fast but no other children were near by.

1/18 - Teresa paid no attention at story time, not looking at the pictures which were interesting to everyone else.

Records for Planning (10 minutes)

Have participants break up into five or six small groups of two. Have each small group choose one child they observed earlier in the role play situation. Plan a sample lesson for the next day based on observations and anecdotal records. Things to think about when including an individual child in the next day's plans are:

A. Extending activity child was involved in.
B. Adding materials to areas to interest child.
C. Introducing new materials to areas.
D. Planning activities to meet needs of a child or small groups of children, i.e., cutting, sorting, representing, socializing with peers, music time, etc.
E. Strategies for involving parents in your daily routine.

At-School Activity (5 minutes)

Have each teacher select three children from their classroom and select a daily focus for each child and observe for five days and keep anecdotal records.

Summary (5 minutes)

Summarize the activities of Session 2, using the agenda as a guide. Then review the goals of the session. Ask for comments from the participants on how well goals were achieved.

Hand-out #2-1

OBSERVATION FORM

Child's Name_____

NARRATIVE	COMMENTS

ANECDOTAL RECORDS

Child's Name_____

Cognitive	Language	Social/Emotional	Motor Skills	Self-Help

SESSION 3: Developing an IEP

Underlying Themes of the Session

Head Start performance standards state that, "The education services component of the plan shall provide procedures for ongoing observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs."

Preparing an Individual Education Plan (IEP) is a formalized way of identifying a child's present level of functioning, of writing objectives based on where the child is, and planning activities to help the child meet these objectives. The IEP is called for in Public Law 94-142, the Education for All Handicapped Children bill, signed into law in November 1975. Recently it has been adopted by many Head Start programs as a way of meeting the individual needs of all children. Many features of the IEP for handicapped children have been adopted, such as requiring parent and other component participation and updating and evaluating the plan on a regular basis.

Goals of Session 3

- To find out what the component parts of an IEP are and why they are important.
- To improve skills in writing clearly stated objectives.
- To learn more about how to sequence the subskills which children need to master in order to meet objectives.
- To decide on appropriate activities to provide for children so they can meet objectives.
- To think about how to include parents and other significant adults in the IEP process.
- To learn to use the information in the IEP in planning for children.

Agenda

Discussion of "At-School Activities"
What is an IEP?
Important People
Objectives
Traveling
Practicing Writing an IEP
Implementing the IEP
At-School Activity
Summary

Materials

Chart paper
Marker
Tagboard cut in strips, approx. 3" X 15" (7 pieces)

Getting Started (5 minutes)

Discuss the goals and agenda for Session 2.

Discussion of At-School Activity (15 minutes)

Discuss as a group, the observations made during the week on three children. Were there any problems encountered? Ask a few people to read a paragraph on one child they observed. What was the focus? How will this help them to plan for this particular child?

What is an IEP? (10 minutes)

In the last session, we talked about and practiced observing children and finding out at what level children are functioning through use of a checklist or some sort of assessment tool. With this information we are ready to begin writing an Individual Education Plan (IEP) for children. Originally, the concept of an IEP was developed to plan for handicapped children, and only recently has been adopted for use for all children. An IEP can be written on many different kinds of forms but all contain certain essential component parts (see sample IEP form).

- Child identification information (name, birthdate, center name, etc.)
- Date of original IEP and date of updated IEP
- Present functioning
- Objectives
- Implementation - activities
- Evaluation/comments
- Parent signature and signature of person preparing the IEP
- Special services (if necessary)

Remember, from the last session we learned that the present functioning can be established through anecdotal records, and the use of checklists or other assessment tools. What other information will we need before beginning to write an IEP for a non-handicapped child? List participants' ideas on chart paper. (They should include at least parent input, and information that other component coordinators have shared.)

Important People (25 minutes)

From the above list, first focus on the parent as an important person in the IEP process. Say to the group: "I'd like two of you to help us out by role playing a teacher/parent conference." Then give each a card which explains her role. These should be read silently by the players. The role play should take about five minutes.

Teacher's Role: "You have had Elsa in class for seven weeks. She is a very quiet little girl. Although she is usually happy, on Mondays she is often upset and cries for part of the morning. She speaks mostly Spanish, but is picking up English words and phrases quickly. Her assessment results shows no significant delays. She has made one friend in school, Tony." You want to find out how you can help Elsa at school.

Parent's Role: "Elsa is the oldest of three children in your home. You are very proud that Elsa is learning English and sometimes you ask her to help by translating at the grocery store and for people who come to the door. Your husband works swing shift during the week so he does not see much of the children except on weekends. Elsa loves to help you tend the small vegetable garden you have started. You are worried that she does not yet know how to count to ten in either English or Spanish, but you are reluctant to ask the teacher anything."

While the role play is proceeding, observers should be thinking about what kinds of information is being shared and what should be included in Elsa's IEP. During the discussion following the role play, list ideas of participants.

Besides the parent, the teacher and teacher assistant and child development supervisor, coordinators of other components sometimes need to be involved in developing an IEP for a child. Divide a piece of chart paper into three columns, as headings, and put the names of three components in your program, e.g., three of the following: Social Services, Health, Nutrition, Parent Involvement, Mental Health. Brainstorm with the groups at least five situa-

tions in each column in which that component coordinator should be included in preparing a child's IEP. For example: if a child continually refuses to eat lunch at school, you might want to bring in either the nutritionist or the mental health coordinator.

Objectives (10 minutes)

After establishing where a child is currently functioning and reviewing information gathered from many sources (parents, teachers, observation, assessments), the next step is to prepare clearly stated objectives. An objective needs to include at the minimum the following information:

- who will be doing it
- what will they do
- when will it be accomplished, and
- how - it must be specific enough to be measurable

Put the following objective on the board:

"Jamie will learn her numbers."

Do you know what is meant by this objective? Are the who, what, when and how questions addressed? (This one is not specific enough to be measurable and we don't know when it will be accomplished.) Rewrite it as a group.

Put up another objective:

"Eric will learn to swim by April 30."

This is a little clearer, but there are still problems. How will we measure whether or not he has met the objective? Rewrite as a group.

Put another objective on chart paper:

"Sue will identify the color red when asked if she is wearing the color red."

Ask the group if this is an appropriate objective for an IEP. (This one is too specific and confuses objectives with activities.)

Traveling (25 minutes)

Say to the group, "I think all of us like to travel and realize that when we do, we need to make some plans ahead of time. Let's say you're planning to drive across country and that you will have three weeks for your vacation. What are some of the plans you would make?" Briefly write ideas generated from participants. After listing the ideas, check to see if the following

questions have been answered:

- Do you know where you want to go?
- Do you know what you'll need to get there?
- Do you know the best way to go?

A complete plan should give answers to all these questions.

In planning how children can meet IEP objectives, we need to go through a similar process. "Let's look at the skill of learning to cut. On these cards I have some of the subskills of learning to cut." (On seven pieces of tagboard, approx. 3" X 15", write one subskill on each piece. Put a rolled piece of tape on the back of each, so they will stick to a flat surface.) Place the seven pieces on the wall in <u>random</u> order. With the group's input, rearrange so they are in order from simple to complex. (Another name for this process is task analysis.) When rearranged, they should be in this order:

1. Places scissors on fingers and holds correctly
2. Opens and closes scissors
3. Snips or makes small cuts in paper
4. Cuts paper in two
5. Cuts along a straight line
6. Cuts along a curved line
7. Cuts cardboard and cloth

If Carlos cannot cut with scissors, what would we write as an objective? Decide as a group on an objective to select. Now what activities should be provided so that Carlos can meet that objective? (Decide on three or four activities.)

Break into groups of three-four. Give each group a card on which one objective has been written. The group should take ten minutes to decide on the subskills which are needed in order to meet the objective and to decide on appropriate activities to help the child meet the objective.

Card #1 - Tania will walk the full length of a balanced board by April 1.

Card #2 - Gregory will recognize and name the three primary colors by February 15.

Card #3 - Alica will bounce a 10" ball and catch it by January 30.

At the conclusion, each group should quickly read to the group their list of subskills and activities.

Practicing Writing an IEP (15 minutes)

Ask each person to take a few minutes to write down on a piece of paper, two of their strengths and two areas which need improvement, which relate to their teaching. When finished, each person should take the information and write an IEP for himself, using Hand-out #3-1, "Sample IEP" Briefly go over the following example by writing it on chart paper.

Present Functioning	Objectives	I	ation/Activities
Strengths: Planning science activities for children			
Needs: Child management/ classroom control	To reduce the number of child management problems during circle time.		s. Jones class time. bserve and estions. ssroom schedule e the time at cle time occurs. plan circle etail.

When participants have finished, ask several people to objective in their IEP including the activities planned to address

Implementing the IEP (10 minutes)

Once an IEP is written it needs to be used, not filed a rawer. What are some of the ways teachers can use the IEP to plan f en? How often does a teacher need to review individual children How can the information in the IEP be incorporated into the lesson sk participants to share some of the methods they have found to be succ How can we document the fact that plans are made for individual ch For example, referring to individual children in the lesson plan, ke ts of children and activities they need to participate in, etc.)

At-School Activity (5 minutes)

During the week, participants should review the IEP for one child in their classrooms. Based on observations to be made dur eek update the IEP by revising the present level of functioning, chang tives if appropriate and evaluating progress.

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Summary (5 minutes)

Briefly review the goals of the session and ask how they were met.

SAMPLE IEP
(Individual Education Plan)

Name of Child_____ Completed by:_____

Birthdate_____ Date _____

Source of Information_____ Parent Signature_____

Present Functioning	Objectives	Activities	Evaluation
Cognitive/Language Strengths Needs			
Social/Emotional Strengths Needs			
Gross/Fine Motor Strengths Needs			

SESSION 4: Individualizing the Curriculum

Underlying Themes of the Session

Educators have coined many terms to describe what they mean by individualization (i.e., personalized learning, stylized learning, humanized education, open structure, individualized instruction, custom-tailored learning). As it applies to Head Start performance standards and written plans, individualizing learning is the process of developing and retaining individuality through a classroom organization that provides for the effective and appropriate learning experiences for each child.

Teaching and learning methods which focus on the total class are replaced by those which allow for individual differences. Adding the word individualized to curriculum does not mean that the teacher instructs every child individually. Grouping children for cognitive and social learning is a necessary component of an individualized curriculum. Individualization as related to a preschool curriculum is the attempt to accomodate the needs of each child within the group setting.

In order to individualize the curriculum, teachers must first "know" their children, that is, they must understand how children think and learn. Much of what we know about children's thought processes comes from the work of Jean Piaget, a Swiss child psychologist. For the purposes of this training we will discuss what development means and the developmental stages that children progress through, as defined by Piaget and how a classroom teacher uses this knowledge to individualize the curriculum.

Goals of Session 4

- To develop an understanding of the concept of development.
- To review the pre-operational stage of development.
- To develop an understanding of the concept of individualizing.
- To practice planning, which includes adaptation for individualization.

Agenda

Getting Started
Discussion of At-School Activities
What is Development?
Developmental Stages
Defining Individualizing
Analyzing an Activity
Individualizing Activities
At-School Activity
Summary

Materials

Information sheets

Chalkboard and chalk or large sheets of paper, marker and tape

Getting Started (5 minutes)

Put the goals for Session 4 on chart paper or the chalkboard, or make copies for participants. Read the goals and agenda together.

Discussion of At-School Activity (10 minutes)

Review the At-School Activity suggested in the last session. Ask volunteers to share their experiences in updating their IEP. Ask what changes were made. Why were they made? What additional information proved helpful in updating the IEP? Also, ask if anyone noticed anything in particular that would influence the way they would develop an IEP in the future.

What is Development? (20 minutes)

Distribute Hand-out #4-1. Ask for a volunteer to read the story aloud. Then, ask the group to brainstorm how they think the person in the story felt:

1. when she began learning the new skill,
2. while she was learning, and
3. after she had learned it.

Divide a piece of chart paper into three columns and write all their responses on the paper.

Next, ask participants to think about what development means. Ask the participants for one-word responses and write their responses on chart paper or a chalkboard.

Developmental Stages (30 minutes)

Explain that children are at a different developmental stage than adults, and children of the same age are not necessarily all at the same developmental stage. Children go through the same developmental stages in the same order but at different rates. What does this mean to the preschool teacher who is planning for and interacting with preschool children? First, it means the teacher must know something about how children develop and how they view their world. Next, she needs to know where each individual child is developmentally. Then the teacher must be able to use this knowledge to maximize a child's learning through individualization.

Distribute Hand-out #4-2, "Characteristics of the Pre-operational Stage of Development".

This will be the first introduction some participants will h. had to Piaget's theory of development. Explain that Piaget studied way children think and how these thought processes change. He observe his own children first and then other children and from these observa ns developed his theory of cognitive development.

Read the Hand-out #4-2 to the group, stopping to answer stions. Piaget's concepts and terminology are difficult to readi , and participants should not be expected to completely unders s information with such a brief introduction.

Divide into groups of three-four. Give each group a set tion cards. Each card describes a situation in which a child exhibit t one of the characteristics of pre-operational thinking. Using -out #4-2 as a reference, each group should identify which of the racteristics each child is exemplifying. When they finish they shou of one additional example to go with each characteristic.

Situation #1 - Child playing with colored wooden shape ins to arrange them in a long line. He places triangles next to each other, then places a red c to the triangles. He continues with four more es then switches to yellow circles.

Situation #2 - Child answers the telephone, holds the r to her papa saying, "The telephone wants to tal "

Situation #3 - Jimmy has two brothers. When asked how there are in his family, he replies, "Two."

Situation #4 - A child helping his mom make breakfast, c eggs into a bowl. He mixes them with a fork then m pour them into the pan. She cooks them and puts th s plate. When she asks how many eggs he has, he sa ."

If there is time, have small groups report back to the l up as to their decisions about the situation cards. Ask participants t their own examples.

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Defining Individualizing (5 minutes)

Begin this activity by asking participants to think of what individualizing means to them. (Some of their ideas might include working one-to-one with a child, a child working alone on a task or children participating in a group activity where adaptations have been made to meet his/her special needs.) Jot participant's comments on a large chart.

Analyzing an Activity (20 minutes)

In this activity, participants will observe role-playing and evaluate the behavior of each person. This activity is designed to help them analyze an activity on the basis of its appropriateness for a group of children where more than one child needs help.

Ask for five volunteers to play the teacher and four children. Pass out the cards with the description of each role. Begin the role-playing with the teacher giving directions on how to weave paper strips alternating over one strip, one under the next strip. All directions will be given in English.

Child #1 - Follow directions. You have a successful experience with the activity.

Child #2 - Try to follow directions. You are not successful and display frustration by tearing the paper.

Child #3 - Do not make any attempt to do the task. Spend your time looking at the teacher. You do not speak English.

Child #4 - Continue to try to perform the task although you are not doing the task the way the teacher is.

Allow 10 minutes.

Discuss the role playing activity using questions, such as the following:

- What was preventing some children from doing the task; what successes were they having?
- What would you say to the children experiencing failure?
- How would you modify or change this activity to meet each child's needs?
- What are some alternatives?

After the observers have discussed the role-playing, ask the teacher and children to discuss how they felt during the role-playing.

We have looked at what happens when an activity is inappropriate for a group of children with different needs. We will now focus on understanding how knowledge of intellectual development can assist in planning appropriate activities for all children.

Individualizing Activities (20 minutes)

Break into groups of three-four. Each group is to plan a circle or large group singing activity for a group of fifteen children. In the group there is one child who has a severe hearing loss and one child who is non-verbal. How can you individualize this activity to be sure each child's needs are met? Each group should spend about ten minutes planning the activity, then share ideas with the large group.

After each group has had a chance to share, ask, "How can you include plans for individual children in your lesson plans?"

At-School Activity (5 minutes)

Explain to participants that now that they have had a chance to practice individualizing one activity, they should go back to their classrooms and choose two children to include in their daily lesson plans showing how certain activities will be individualized to meet their needs.

Summary (5 minutes)

Look back at the goals for this session. Briefly go over each to see how it was addressed.

Development at thirty-five . . .

I have finally learned to ride a two-wheel bike, and I feel more confident, now, that I'm a member of the same species as everyone else.

After many tries in earlier years, I started this time in a large, flat, parking lot. I waited until evenings or weekends when it was empty. The first problem was to build up enough momentum to be able to ride without falling over—but not so much that I felt out of control. Then I had to learn to start up on my own, without having a friend hold the seat of my bike; at first I could only do it if the pedal was in "exactly the right place." I would place it there each time before starting. A big challenge came when I pretended that a parked car was on a busy street and I tried to pass it without swinging out too far. My steering was too wobbly, and just as I approached the side of the car I panicked, veered, and fell.

I am beginning to feel more in control, though, and the greatest thrill is being able to ride down a small slope, feeling the wind against me. I still avoid pedaling, in desperate hope that the speed will stay low. And it's hard to trust the brakes to do as well as my feet in stopping the bike.

This spring I hope to be able to go on picnics with my seven-year-old daughter. My six-year-old son has asked if I can get him a seat so he can ride behind me. That may still be a long way off. At the rate he's learning to ride his own bike, he'll probably be giving me rides first.

M.C.

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CHARACTERISTICS OF THE PRE-OPERATIONAL STAGE OF DEVELOPMENT

Thinking is Egocentric

Child believes the world exists for him and that everyone thinks the same way he does and thinks the same things. The child's language is private and personal, based on his experiences. He sees social situations from his own point of view.

Examples:

Child comes up to teacher and says, "She gave me a present", assuming the teacher knows who "she" is.

Child holds a book facing him and exclaims to his mother, "Look at the fire engine." (His mother can't see the picture from where she is.)

Child whose mother is in bed with a headache continues to run through the house, yelling loudly.

Reasoning is Based on Perceptional Factors rather than Logic or Fact

Child centers his attention on one aspect of a material or situation at a time. He cannot reverse his thinking. The child has begun to classify but cannot understand that an object can belong in two classes at the same time.

Examples:

Child has two balls of clay identical in size and shape; when one is rolled into a sausage shape the child thinks there is more clay in the sausage shaped clay than in the ball of clay. He can't think back to when the same piece of clay was a round ball.

Child takes a small rubber toy horse and tries to ride it, crying when he can't do it. (He has only attended to the fact it is a horse.)

Unable to Attend to Transformations

Child focuses on the beginning and ending states of a situation and not on the changes that take place in between.

Examples:

Children at school shell peanuts, then blend them to make peanut butter. When asked what peanut butter is made of they say "butter".

Child paints a picture using blue and yellow paint. The paints overlap and eventually the entire picture is green. The teacher asks what colors he used. He replies "green". "Did you use blue?" "No." "Did you use yellow?" "No, only green."

Child Attributes Human Characteristics to Objects and Events and Confuses Living and Non-living Things

Examples:

Child walking at night says, "The moon is following me."

Child spanks the table because "it hurt me when I bumped it."

SESSION 5: Choosing and Sequencing Activities

Underlying Themes of the Session

In a well balanced classroom, activities are initiated by both children and the teacher. The daily schedule should reflect times when children are clearly choosing, deciding and initiating activities. At other times, the teacher can initiate activities that allow the teacher to direct the child's learning. This session will first explore the need for a balance of both teacher and child initiated activities and how children benefit from this balance.

Then the session will lead the participants to an understanding of how a teacher can use teacher initiated activities to provide for the developmental needs of a child, for example, arranging tasks from concrete to abstract and how a teacher can structure child initiated activities to meet the same need.

Goals of Session 5

- To think about how teachers can set up the classroom environment to include choices.
- To look at a balance of child and teacher initiated activities.
- To understand the importance of sequencing activities from concrete to abstract and how this relates to teacher initiated and child initiated activities.

Agenda

Discussion of At-School Activities
Choices
Teacher/Child Initiated
Fruit and Vegetable Sort
Brainstorming and Discussion
Watch and Do
At-School Activity
Summary

Materials

2 or 3 real fruits or vegetables

2 or 3 of the same plastic fruits or vegetables

pictures or photos of the same fruits or vegetables

outlines of the fruits or vegetables

cards or pieces of paper with the written name of the fruits or vegetables

OR, if you have not gathered the above materials, cut apart and use Hand-out #5-1, "Fruit and Vegetables Sort Activity"

Chart paper and marking pen or chalkboard and chalk

Hand-out #5-2, "Lego Structure" or draw your own

Hand-out #5-3, "Lego Directions" or write your own

Two Lego models of similar complexity

Getting Started (5 minutes)

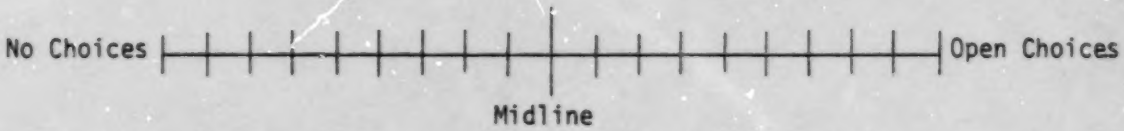
Read aloud and discuss the goals for this session. Review the agenda.

Discussion of At-School Activities (15 minutes)

Briefly summarize the last session and ask participants to share what activities they chose to individualize and how individual children were included in their lesson plan. Encourage quiet members of the group to join in the sharing and discussion.

Choices (20 minutes)

Distribute Hand-out #5-4, "Child Initiated Activities and Choices". Ask participants to individually read and complete the form. Then have them form groups to discuss and come to an agreement on where each classroom belongs on the continuum. Draw the following on chart paper or the chalkboard:



As each group reports, place each classroom situation on the continuum chart. Lead into a discussion on where each group has placed the classrooms and the similarities. Discuss the extremes; classroom 2 with no choices except the teachers, and classroom 3 with very open choices. What would happen to children in either of these classrooms? Neither is the ideal classroom environment. In both there would probably be many behavior and discipline problems. Why? Brainstorm two lists. For the first, focus on classroom #1, title the list "Limited Choices". You will want to include the values of this type of environment and what the children will learn and benefit from it. For the second, focus on classroom #4, title the list "Real Choices". Generate a list of the values, benefits and what the children will learn from this environment. OR lead a discussion focused on the same issues. Compare for similarities and differences. Discuss who is initiating the activities in classroom #1 and #4. Is there a difference? What?

Teacher/Child Initiation (15 minutes)

Form small groups (4 or 5 in a group) and pass out Hand-out #5-5, "Who's Initiating the Activity" and have the groups complete the form (allow them about

five minutes). Ask for volunteers from the groups to report who's initiating the activity in each situation.

There needs to be a balance of child and teacher activities. It is appropriate for both teachers and children to initiate activities. The key is to reflect this balance in your daily routine/schedule, and to carefully examine what is happening within each time frame.

Discuss the idea that in a classroom that balances child initiated and teacher initiated activities, it is important to provide opportunities for children to learn developmentally, and that one important aspect of this learning is how children learn from concrete to abstract.

Fruit and Vegetable Sort (10 minutes)

Distribute among the participants the assortment of fruits and vegetables (real, plastic, pictures, outlines and words) or the cut apart strips from the "Fruit and Vegetable Sort Activity" page.

According to the size of your group, you may have to add or subtract from your materials. Be certain to keep the items varied for a good contrast and be sure each participant has only one item.

Ask the participants to form groups according to the fruit or vegetable they have. When they are in groups, ask them to discuss, agree and arrange themselves from concrete to abstract, according to the material they are holding. (Allow them about five minutes for this part of the activity). Have each group report on what order they agreed upon and why.

Stress the importance of teachers having a basic understanding of why and how to sequence activities from the concrete to the abstract. Remember, it is just as important to arrange classroom materials and activities in a sequential order. Children need and grow best in a properly arranged environment. They also must be given the opportunity to make choices and decisions within that environment.

Brainstorming and Discussion (20 minutes)

Divide chart paper or chalkboard in half and title the left side "abstract". Review the rules for brainstorming. Ask participants to brainstorm "When

introduced to the more abstract items what kinds of things will children learn?" List all ideas under abstract. On right side of chart write "concrete". Now ask, "When introduced to the more concrete items, what kinds of things will children learn?" List all the ideas under concrete. Compare the lists. Many points will have been brought out from the chart. Lead the group into a discussion by asking some of the following questions:

- Why start at the concrete?
- What senses does the child use at the concrete level? Abstract?
- Why is using senses important to a child in the pre-operational stage?
- Is it possible to introduce into the classroom a variety of items and activities ranging from concrete to abstract? How?

Watch and Do (20 minutes)

You will need five volunteers to do this activity. They may stay in their seats, work on the floor, move to the front or you might want them to have a table to work on. These tasks are to be presented in the following order:

Task 1 - Volunteer #1 - Make a lego structure exactly like the model.
(Leader - You will need to make a model for the participant to copy before the session). After working two minutes, have next volunteer begin Task 2. (Volunteer #1 should continue working until finished).

Task 2 - Volunteer #2 - Make a lego structure from a picture.
(Leader - You may use the Hand-out #5-2, "Lego Structure" or you might want to draw one. You may color the structure to add another dimension). After working two minutes have next volunteer begin Task 3.

Task 3 - Volunteer #3 - Make a lego structure following written directions.
(Leader - You may use Hand-out #5-3, "Lego Directions" or you might want to write your own). After working two minutes have next volunteer begin Task 4.

Task 4 - Volunteer #4 - Make a lego structure following volunteer #5's verbal directions, only.
(Leader - Seat participants back-to-back. Be sure volunteer #4 has not seen the model of the structure from which Volunteer #5 will give the verbal directions). All should continue until finished unless it is taking too much time.

Ask other participants to observe the volunteers. Then ask the observers and the participants to discuss the following:

- Which task was the easiest?
- Which task was the most abstract?
- Which task would you introduce at the beginning of the year, at the end?
- When would these tasks be child initiated?
- In what ways could they be teacher initiated? (For example, teacher could provide a follow-up lesson, having children tell a story about their lego structure).

At-School Activity (10 minutes)

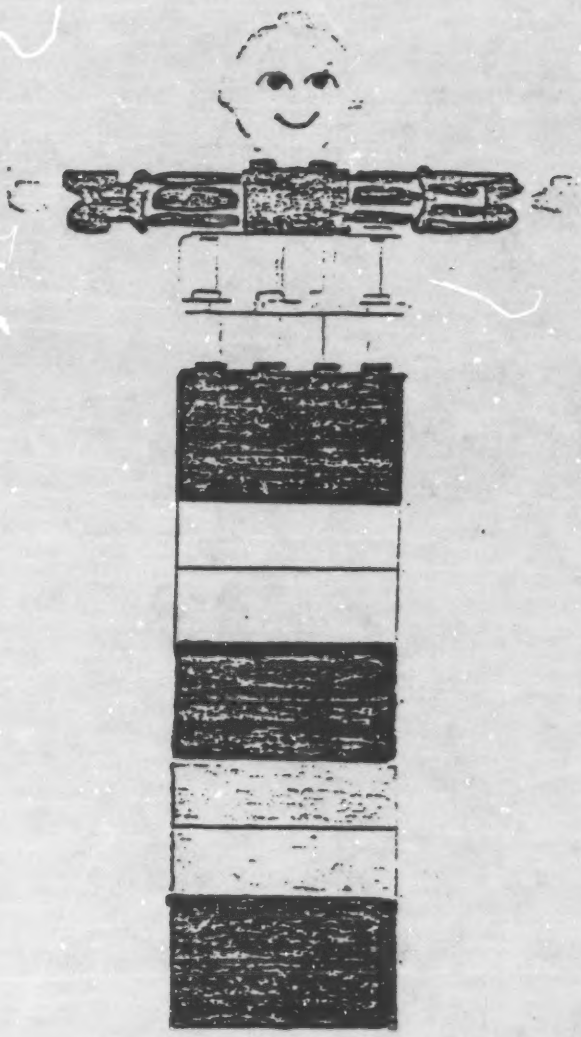
Distribute the "At-School Activity" form (Hand-out #5-6). Briefly review the form. Ask participants to focus on any one area (their choice), in their classroom. Bring the completed form to the next session.

Summary (5 minutes)

Summarize the activities of this session, using the agenda as a guide. Then review the goals of the session. Ask for comments on how well the goals were achieved.

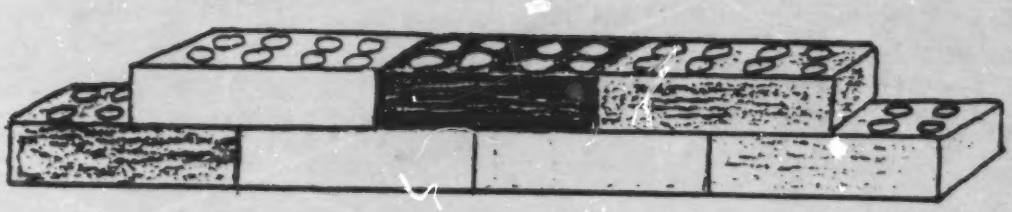
FRUIT AND VEGETABLE SORT ACTIVITY

A REAL APPLE	A REAL TOMATO
A PLASTIC APPLE	A PLASTIC TOMATO
A PICTURE OF AN APPLE	A PICTURE OF A TOMATO
AN OUTLINE OF AN APPLE	AN OUTLINE OF A TOMATO
A CARD WITH THE WORD APPLE WRITTEN ON IT	A CARD WITH THE WORD TOMATO WRITTEN ON IT
A REAL PEAR	A REAL CUCUMBER
A PLASTIC PEAR	A PLASTIC CUCUMBER
A PICTURE OF A PEAR	A PICTURE OF A CUCUMBER
AN OUTLINE OF A PEAR	AN OUTLINE OF A CUCUMBER
A CARD WITH THE WORD PEAR WRITTEN ON IT	A CARD WITH THE WORD CUCUMBER WRITTEN ON I



LEGO DIRECTIONS

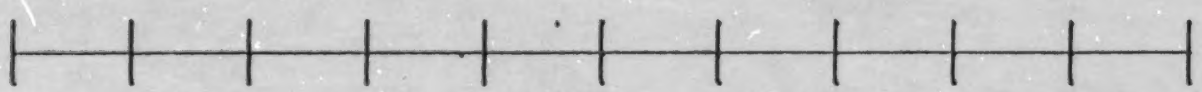
1. Start by finding one small red rectangluar lego that has eight round interlockers on it (four on each long side), and place it on the table so that one of its two long sides faces you with its eight interlockers facing up.
2. Now, find a blue, a yellow and a transparent lego of the same size and place them side-by-side so that the short ends are touching, forming a train-like structure.
3. Arrange them so that the red lego is adjacent to a yellow lego on its right, followed by a transparent and blue lego, accordingly.
4. Next, find a white lego of the same size and place it on top of the red and yellow lego so that the white lego's round interlockers join with both the red and yellow's interlockers, forming a step-like structure.
5. Next, find a black lego of the same size and do the same thing, placing it next to the white lego on its right and on top of both the yellow and transparent ones and interlock accordingly.
6. Lastly, find a red lego of the same size and place it next to the black lego and on top of the transparent and blue legos; interlock them accordingly.



CHILD INITIATED ACTIVITIES AND CHOICES

Hand-out #5-4

CONTINUUM - PLACE EACH CLASSROOM WHERE YOU FEEL IT BELONGS



Classroom 1

A well organized schedule that seldom varies. The children eat breakfast and go to the rug for songs and finger plays. The aide and parents set up the tables and easles for painting. Table 1 has clay, Table 2 has color bingo and Table 3 has assorted puzzles. The teacher lets the children choose one of the four activities available, making sure no more than 4 children are in each area.

Classroom 2

There is a well planned schedule, it never varies. The children eat breakfast and go to the rug to wait for directions. The aide and parents clean the tables and set up for the entire class to color the calico cat ditto. As the teacher finishes the drill on the calendar she sends the children to their assigned seats. She then gives them specific directions on how to color and what colors to use.

Classroom 3

There is no obvious schedule other than meal times. Children are free to do what they want. They do not complete tasks. There are no classroom rules and no enforced limits other than safety. Materials and equipment are stored wherever there is room, when they are put away. The adults stand back and watch children but do not direct or assist unless requested to do so.

Classroom 4

A well organized schedule that varies as needed. (flexible) The environment is set up so that children may work within each area, interacting with activities and materials of their choice. Adults are actively involved with children. They are extending activities and helping children to problem solve. Children are free to choose an activity, clean up and move on to another at their own pace. This free choice/work time is approximately one hour per day.

Hand-out #5-5

WHO'S INITIATING THE ACTIVITY

	THE INITIATOR	
	CHILD	ADULT
1. Three children decide to make a bus in the block area.		
2. The parents put the new puzzles on the tables for the children to use.		
3. The children are asking to bring out the small cars to use with their city in the sand box.		
4. The children made a store in the playhouse.		
5. The teacher brings out the cash register and asks if the children can use it in their store.		
6. The teacher has a cutting activity planned to meet the identified needs of a small group of children.		
7. There is a maze set-up for the children to use.		
8. The tables are set-up with playdough, games, painting, and a coloring activity.		
9. The children take a card game off the shelf and ask the adults how to play.		
10. The adults sit at the table with a small block set and encourage children to play.		

AT-SCHOOL ACTIVITY

Hand-out #5-6

Pick one area of the classroom and complete this form.

1. What area did you pick?
2. Is the area set-up for children to make real choices?
3. Is the area set-up with materials for children to initiate activities?
4. Is there a wide variety of materials available ranging from concrete to more abstract?
5. Are there challenging materials and activities available?
6. Are the children free to learn at their own pace in this area?
7. Does the daily schedule allow time for children to make their own choices? When? How long?

Questions/Strategies for extending children's activities and Follow-up (What could you add to this area?)

Give 3 examples of observations (anecdotal record) of children and adults working in this area.

SESSION 6: The Value of Play

Underlying Themes of the Session

Play is the most important thing children do in their formative years. Through play, children explore their world, rehearse for adult life, vent fears and frustrations, and exercise their considerable imaginations. Play, furthermore, affords them the opportunity to deal with pain and the trauma of personal loss.

Children at play learn that objects can be hard, soft, squishy, climbable, noisy, painful, hot, steep and cuddly. In their interaction with each other and objects, they learn about such concepts as time, space, distance, and cause and effect.

Ultimately, the ability of children to grasp these concepts depends in part upon the play skills in which they engage as they mature. An infant, for example, plays by touching, wiggling, and gazing, whereas a four year old begins to learn and understand the rules which pertain to the games he plays. Thus, as infants become young children, their play gives them increased awareness of themselves and their environment.

Teachers can play a vital role in this process by encouraging children to learn through play. This is done by interacting with them during playing, supplying them with stimulating materials, and by discussing their key experiences with them.

Goals of Session 6

- To understand the value of play for children.
- To understand how children's problem-solving skills and language development can be improved through play.
- To improve children's problem-solving and language skills by identifying activities and materials they can use in play.

Agenda

Getting Started
Discussion of At-School Activities
What is Play?
What Children Learn Through Play
Developing Problem-Solving Skills Through Play
Developing Language Skills Through Play
At-School Activities
Summary

Materials

Chart paper and wide felt pens

5-10 slides of children playing

Slide projector and extension cords

Variety of toys, objects, costumes-boxed
Clear plastic box
Large piece of colored chalk
Tongs (large barbeque)
Tape recorder, cassette, blank cassette
Rubber ball
Push/pull toys
A box with latches
A sealed bag of candy/raisins
A shape box with shapes
Long pointer stick
Puppet material (optional)
Popsicle sticks
Scissors
Colored construction paper
Crayons or marking pens
Glue
Buttons
Pieces of felt

Getting Started (10-15 minutes)

Summarize activities of the last session. Discuss the goals and agenda for Session 6. Ask teacher for comments, suggestions, and questions.

Discussion of At-School Activities (10 minutes)

Review of At-School Activities from Session 5. Ask for several volunteers to discuss their observations in the classroom. Sample questions might include: What did you discover about the classroom area you observed? Would you make changes in the area, based on your observations?

What is Play (15 minutes)

Purpose: To define play.

Introduce this activity by dividing the adults into small groups for a discussion of play. Each group should decide on one or two definitions of play and write them on chart paper. Next, hold a general discussion on the definition of play as defined by the small groups, referring to their written

definitions on the chart. Finally, distribute handouts on, "Learning Through Play - The Head Start Way", (Handout #6-1).

What Children Learn Through Play (15 minutes)

Purpose: To define what skills children can learn through play activities.

View five to ten slides depicting children engaged in various play activities. As you view the slides, ask the group to say what they think the children are learning in each play activity. Ask someone to record the group's comments on large chart paper. Then ask the group to divide itself into small groups of five or six and create one brief play activity that is similar to what children might conceive for themselves. (2-3 minutes). Perform this activity in front of the group, using a variety of objects, toys, and costumes. As the play activities are performed, the viewers should be asked to identify what skills could be learned from them.

Developing Problem-Solving Skills Through Play (30 minutes)

Purpose: To consider various ways to develop children's problem-solving skills through play.

Divide the group into three small groups and distribute to each group a see-through plastic box with a lid which contains a small toy or brightly colored piece of chalk. Seat each group in a circle and tell the groups to place their boxes so that they are beyond arm's length. Next, pass out a pair of large tongs to group number one, a long pointed stick to group number two, and nothing to group number three. Tell each group to select one representative to get the object out of the box, using his tool or his ingenuity, without getting out of his seat. After the exercise, the group representatives who attempted to remove the object from the boxes, should lead the groups in a discussion that answers the following questions:

- How did you solve the problems?
- What tools did you use?
- What skill(s) did you learn
- What would have made the task easier?

Next, ask the group to "brainstorm" a list of play activities children typically engage in that require problem-solving. Remind the group that because problem-solving calls upon the highest cognitive process of which man is capable, it gives the child some measure of control over his environment and the ability to be flexible in new situations.

As the final activity, explain to the group that you are going to present a role-playing activity in which teachers support and improve children's play and problem-solving skills. Then ask two members of the group to come forward and sit at a table which has on it a box with latches, a sealed bag of candy or raisins, a shape-box with shapes. Brief them privately and ask them to pretend to have difficulty opening or using these items. Ask two other members of the group to role-play as teachers and have them help the first two handle the items. The two "teachers" should then aid the two "children" in their examination and use of the objects. Finally, ask the group to give their opinion as to how effectively the "teachers" interacted with the "children." Be sure to elicit both pros and cons from the group.

Developing Language Skills Through Play (30 minutes)

Purpose: To explore various ways to enhance children's language development.

Introduce this activity by asking the group's opinions on the following statements children master language in play situations better than in non-play situations. Have the participants give examples.

Distribute Handout #6-2, "Does the Child Use Language?". Ask the group to complete the checklist in the handout. After this is done, briefly discuss other ways children use language. Ask someone to write the group's ideas down on chart paper.

Next, lead the group in a discussion on ways to extend a child's language development through play. During the discussion, emphasize the importance of the teacher becoming a constructive part in this process. Point out that this places the teacher in a position of leadership in regards to the child's play activity, providing him with the opportunity to extend the activity and foster the child's language skills.

Write the following extension techniques on a large chart paper, or distribute as a handout. Discuss each technique thoroughly.

Self-Talk

You are in the block area with a child, building a farm. You begin by placing toy animals in the farm yard, discussing what you are doing as you proceed: "I'm putting a brown horse in the corral and a pink pig in the pen." Through this sort of discriptive process, you are labeling and demonstrating for the child.

Parellel-Talk

This technique is similar to self-talk, except you are describing what the child is doing.

Repeat What the Child Says

You listen to the child and repeat what the child says. This technique will clarify and affirm what the child says.

Restated

You listen to the child and correct what the child has said in error, being careful to avoid sounding harsh or punitive. This enables you to demonstrate good articulation, syntax, and semantics. For example:

Child - "Baby fall up."
Adult - "The baby fell down."

Expansion

You listen to the child and respond by expanding on what the child has said.

Child - "My daddy didn't go to work."
Adult - "Oh, your daddy stayed home today, Is he sick?
Do you stay home when you're sick?"

Open-Ended Questions

To encourage children to think, begin a question and have the child finish it.

"How do you feel when..."
"What would you do if..."

Closed Questions

You have a response in mind when you ask closed questions. You want the child to learn the right answer or to find out what the child knows.

"How many toys do you have?"
"Are you hot?

After discussing these techniques, ask three members of the group to play with one of the following objects: a ball, a costume, or a push/pull toy. While they are playing with these objects, ask the rest of the group to write down the type(s) of techniques they would use to extend or enhance the child's language skills. When this is done, have the group discuss the techniques they have listed, then have them analyze the importance of the following factors as they apply to teachers interacting with children at play:

- tone of voice
- eye contact
- physical relationship
- introduction of new material

Puppets (optional)

Break up the group into teams and have them make puppets. Use simple materials such as:

- scissors
- plain or colored sheets of paper
- crayons or marking pens
- glue
- buttons
- pieces of felt, all shapes
- popsicle sticks

When the teams have completed their puppets, the teams are to create a story about them. For example, one member could be a child playing with a puppet, another could be the teacher, interacting with the child, a third could evaluate the interaction between the first two. Then you could ask them to

exchange roles and repeat the exercise. This is a fun activity, which can demonstrate how language can be stimulated through the teacher's interaction with the child, and through his selection of appropriate materials.

At-School Activities (10 minutes)

Suggest that during the coming week, the group should observe children at play. The questions in column three of Handout #6-3: "Supporting Children's Play", are good ones to think about when this observation takes place. Be prepared to discuss the group's observations next week at Session 7.

Summary

Summarize the activities of Session 6, using the agenda as a guide. Then review the goals of the session and determine how well they were achieved. Next, discuss how adults can set the stage for children's play by providing interesting equipment and materials and by interacting with them at play. Stress that adults can build the framework and provide stimulation but they should not structure the process of the play itself. They can, however, redirect, suggest, and stop the play, but essentially the play should be the child's creation.

"LEARNING THROUGH PLAY - THE HEAD START WAY"

Developed by Lula Trammell, Coordinator
Delta Sigma Theta Head Start

I. What is Play?

A basic tool for Early Childhood learning.
The child's response to the world around him/her.
The acting out of real life roles in a simulated real life.
The child's recreation of the world so that he/she may better understand it.

II. Characteristics of Play

A. Play is pleasurable, enjoyable.
B. Play is spontaneous and voluntary.
C. Play has no extrinsic goals.

Since children are naturally curious about the world around them then play is the natural way in which pre-school children learn.

Learning Centers are set up to facilitate learning; tasks are designed to meet the needs of the individual.

Learning Centers enables the child to fortify his/her knowledge foundation through activities that are not only appealing and interesting, but that have been planned to direct the child's learning of certain skills, information and even feelings that provide alternatives for growth.

1. Housekeeping Area

This area enables the child to reach an understanding about himself/herself and others around him.

Through Role Play, Make-believe Play, and Imaginative Play children are able to:

a. overcome fears.
b. release emotions by expressing anger, dislikes, etc.
c. show mutual respect for others.
d. develop good citizenship habits.
e. act out real life situations.
f. strengthen the child's observations.

2. Science Area

This area stimulates and increases the child's ability to:

a. gain an understanding about the physical world around him.
b. explore, observe and investigate things found in the environment.
c. identify living animals from non-living animals.
d. care for pets in the classroom.
e. observe changes in the weather (sunny, cold, hot, etc.)
f. observe and differentiate differences in night and day.
g. observe and experiment with gravity (things drop and fall to the floor).
h. experiment with air and air qualities (air can lift things up, can push things away, etc.).
i. experiment with water (things that float and things that sink).

3. Block Area

This area creates and involves all kinds of learning experiences:

Socially: It enables the child to interact with one another.

Cognitively: It enables the child to solve problems by constructing and building things that entail deep thinking processes.

Language: The child discusses, names, and identifies blocks that are long, short, round, big, small, etc.

Motorally: The child uses his/her large and small muscles to build structures with blocks.

4. Math Area

This area increases the child's awareness of numbers and number concepts by:

a. enabling the child to pair and group objects.
b. recognizing geometric shapes, forms, and matching things that go together.

5. Manipulative Toy Area

This area enables the child to explore and manipulate a variety of play materials (such as puzzles, beads, pegs, and peg boards, etc.)

This area increases and develops:

a. readiness skills.
b. hand-eye coordination.

c. an appreciation of repetition in color and form.
d. his/her attention span, and increases his/her level of concentration.
e. fine motor skills.

6. Library Area

By looking at pictures, listening to books being read and by discussing postal pictures the child's verbal and auditory perception skills are increased.

This area enables the child to:

a. recall and retell stories.
b. develop pre-reading skills.
c. follow directions.
d. discuss main characters found in books.
e. build and expand his/her vocabulary.
f. develop and increase the child's visual perception and memory.

7. Art Area

Through art activities, children are provided the opportunity to organize their own creative abilities.

Easel Painting:

a. increases creative abilities.
b. develops pre-writing skills.
c. increases self-expression and self-esteem.

Finger Painting:

a. increases self-awareness.
b. develops hand-eye coordination.
c. develops sensory perception (sense of touch and feel).

Children should be given every opportunity to paint, create, and make collages that are satisfying to them and in their own interest.

8. Music Area

This area enables the child to explore body movements and body responses in feeling rhythm.

Increases and develops the child's ability to:

a. recognize sounds.
b. hear and repeat sounds.
c. follow directions.
d. sing simple songs alone and in unison.
e. engage in group participation and interaction.
f. express how music makes him/her feel.
g. make his/her own musical instruments.

9. Play Area (outdoor)

This area increases and develops:

a. large muscle, balancing and motor coordination.
b. an awareness of safety measures.
c. social relations and interactions.
d. cooperative play (sharing, etc.).
e. child's ability to explore, investigate and observe the physical world.

10. Wood Working

This area increases the child's ability to:

a. create, construct and to build objects from an assortment of wood.
b. strengthen his/her hand-eye coordination.
c. develop space and spatial relations.
d. be aware of danger.

DOES THE CHILD USE LANGUAGE?

Adapted from Children with Speech and Language Impairments, DHEW, Washington, D.C.

Does the child use language:	YES	NO
to talk about what he or she does?	____	____
to talk about what others do?	____	____
to talk about something that happened in the past?	____	____
to talk about something that will happen in the future?	____	____
to ask for things?	____	____
to ask someone to do something?	____	____
to get information?	____	____
to get permission?	____	____
to answer questions?	____	____
to talk about his or her positive and negative feelings about him/herself?	____	____
to talk about his or her positive and negative feelings about others?	____	____
to make others laugh?	____	____
to make child-like jokes?	____	____

Supporting Children's Play

Before you try to help a child at play, think about some questions:

What is the child's own play like?

What materials does the child enjoy playing with?

What does he or she do well? What gives him or her a hard time?

At the same time, what you do depends on what role you are playing and what you want the child to gain through this activity.

What role will you take?

A fellow player?

Someone who supplies materials?

Someone who answers questions and gives information?

A teacher?

A combination of these?

What do you want children to gain?

A particular skill?

A chance to work together?

A chance to answer some of their own questions?

A good time?

Any others?

A combination of these?

SESSION 7: Guiding and Supporting Children

Underlying Themes of the Session

Discipline is often thought of as control or punishment of behavior. Instead, discipline occurs as adults guide children, by teaching and setting an example. Adults help children develop inner self-control by setting limits and by giving children clear explanations of what the rules are and why they exist. Although there are techniques to help solve problem situations, it is much better to prevent problems from happening. The curriculum itself can help prevent the need for punishment. When children are allowed to choose activities, are actively involved in learning, and are not expected to spend long periods of time waiting quietly, there will be fewer incidents of misbehavior. A teacher who is sensitive to children's needs and has reasonable expectations of them, will have fewer management problems than the teacher who expects perfection. A good teacher-child relationship is the key to prevention of serious misbehavior.

Children's fears and the situations which make them angry change as children develop. Their feelings are real and adults need to acknowledge these feelings and help children cope with them.

Goals of Session 7

- To understand the difference between discipline and punishment.
- To develop a list of effective techniques to use in guiding children's behavior.
- To develop reasonable expectations for children in the classroom.
- To develop strategies for helping children cope with anger and fears.
- To develop a list of expectations for what should occur in each time period in your classroom and a plan for communicating these to all adults in the classroom and all children.

Agenda

Getting Started
Discussion of At-School Activity
Discipline
Thinking Back
How You Can Help
Anger and Development
Fishbowl
Helping Children Cope with Fears
At-School Activities
Summary

Materials

Chart paper

marking pens, masking tape

Getting Started (5 minutes)

Read the goals of the session.

Discussion of At-School Activities (10 minutes)

Ask for volunteers to share one incident during the past week when as teachers they interacted with a child during play. What was the play activity? What was the interaction? Did you feel it interfered with or extended children's play? In what way? Did any of the interactions appear to be disciplinary in nature?

Discipline (10 minutes)

Let's think about what discipline means: Brainstorm with the group what the word DISCIPLINE means to them. List one-word responses on chart paper. Then go back and, with the help of the group, underline any words which are also associated with punishment. Circle the remaining words. Is discipline the same as punishment? If not, how do they differ?

Thinking Back (15 minutes)

Ask each person to take a few minutes to think about two experiences from their childhood involving discipline, one that was positive and one that was negative. Ask for volunteers to share with the group their experiences. What made them either positive or negative? How did you feel about the experience? If it was negative, what could have been done to make it positive?

How You Can Help (20 minutes)

Divide into groups of three-four. Each group should think about and discuss two or three recent classroom incidents which required adult intervention. Each group should choose one incident to role play. After each role play, discuss ways the adult could have intervened in another way. Was the experience helpful to children? The group may wish to repeat one of the role plays, using a different intervention technique. From the role play, generate a list of guidance techniques that are effective in guiding children's behavior in the classroom, keeping in mind the different blocks of time during the day when misbehavior is apt to happen. After doing this, distribute the list of guidance techniques to take with them.

Anger and Development (15 minutes)

Say to the group, "Sometimes children appear to be misbehaving when they are actually showing a strong emotion such as anger. Let's think about what makes a four-year old angry.

Divide a piece of chart paper into two columns. Put "What?" as the heading on the left side of the paper, and "How?" on the right side.

With the group, first brainstorm a list of what makes a four-year old angry. Then brainstorm a list of some of the ways four-your olds express anger.

Fishbowl (15 minutes)

An angry child cannot and should not be ignored. An adult needs to intervene in some way to let him know it is all right to be angry and to help him express the anger in an acceptable way. Let's look at some situations where children are angry and think of some ways to handle the situations. Put four index cards face down in the middle of the group. Ask for a volunteer to choose one card and read aloud the situation written on the card. Each card ends with the question, "Now, what should be done?" The volunteer who reads the card should give her ideas first but then open it up for discussion. Explain that there are no right or wrong answers--only ideas to share.

Discuss the first situation for a few minutes, then ask the last person who spoke to choose the next card. Continue in the same manner until all the cards have been discussed.

Card #1 - Susan has brought a new wind-up frog to share at "sharing time". When she places it on the ground to demonstrate how it works, Lila grabs it and runs. Susan runs after her and hits her hard. Now, what should be done?

Card #2 - At circle time, each child is being asked to say his full name as the line in the song asks, "Who's in school today?" Greg gets

tired of waiting and asks loudly several times for the teacher to call on him, saying, "Me, me, me." When the teacher calls on someone else, he runs outside to the yard. Now, what should be done?

Card #3 - A teacher is sitting with six children while they practice writing their names, first and last, on paper. Judy keeps writing the "J" backwards. The teacher tells her several times that it is backwards and shows her the correct way. After several tries, Judy tears up her paper and throws it on the ground. Now, what should be done?

Card #4 - Jose has been busily working in the block area putting together a giant tinker toy structure. He has had to make several changes in his structure because the structure is large and keeps coming apart. He almost has it the way he wants it when the teacher comes over and says, "It's time to clean up." Jose wants to continue building. The teacher is firm in repeating, "It's clean-up time, now." At lunch time Jose refuses to eat and won't talk. Now, what should be done?

In many of these situations, the angry feelings could have been prevented. How could they have been prevented?

Helping Children Cope with Fears (15 minutes)

Adults need to help all children deal with their feelings whether or not these children are acting out and seeking assistance. Adults need to be sensitive to those children who may be experiencing fears and who need assistance in coping with their fears.

Divide into groups of three-four. Give each person an information sheet (Handout #7-1) Ask each person to complete the five sentences as they discuss them within their small groups. Give them about ten minutes then discuss their ideas together in the large group. The information sheet has these five sentences to complete:

1. Two things I am afraid of are . . . . .

   _____

   _____

2. Two things four-year olds are afraid of are . . . .

   _____

   _____

3. Children are afraid because . . . . . .

_____

_____

4. Children's fears are different from adults because . . . .

_____

_____

5. When a child is afraid I can help by . . . .

_____

_____

At-School Activity (10 minutes)

Say to the group, "Behavior problems seem to occur more often at some periods of the day than others and during certain types of situations."

Spend about ten minutes with the group identifying particular times of the day and situations in which behavior problems occur more frequently. On chart paper, list ideas under two headings: "Time Periods" and "Situations". Say, "When you return to your classroom, this week, observe carefully when problems most often occur, or in what situations (for example, during block play)." During the week each teaching team should think about what can reasonably be expected from children during each part of the daily schedule. Participants should come to Session 8 prepared with a plan for communicating these expectations to all adults working in the classroom (for example, meetings, charts, etc.) and should bring a list of these expectations. Distribute Hand out #7-2.

Summary (5 minutes)

Read over the goals of the session and briefly discuss how they were met.

FEARS

1. Two things I am afraid of are . . .

_____

_____

2. Two things four-year olds are afraid of are . . .

_____

_____

3. Children are afraid because . . .

_____

_____

4. Children's fears are different from adults because . . .

_____

_____

5. When a child is afraid I can help by . . .

_____

_____

GUIDANCE TECHNIQUES

1. Pay attention to the child and praise him when he is doing something constructive rather than focus on his undesirable behavior.
2. Be consistent. Keep the classroom routine, the classroom rules and expectations of children the same from day to day.
3. Actively involve children in all activities and during all parts of the day. Children have a difficult time waiting and watching.
4. Give children explanations for rules, and give them information about why you like or disapprove of his behavior.
5. Help children interact with each other by facilitating their conversations and interpreting their needs and feelings for other children.
6. Accept and acknowledge children's feelings by talking with children about them when they are ready.
7. Set limits in the classroom for use of materials. Define areas where certain activities can take place.
8. Offer children choices and alternatives whenever you can.
9. Redirect children to other activities whenever possible.
10. Use a calm, quiet voice in the classroom.
11. Make sure adults in the classroom understand the classroom rules and have regular times to discuss behavior problems together.

SESSION 8: Using Language with Children

Underlying Themes of the Session

Along with definitions of language and curriculum goals, programs differ in the type of interaction which occurs between the adult and child and among children themselves. Perhaps the first and most important goal for children in their early years is the development of a positive self-image. Children who view themselves as important people feel more secure in exploring their environment, seeking independence and establishing social relationships. Programs that emphasize the use of language in cooperative social interactions help both adults and children adopt more effective communication strategies by adjusting their messages to the needs of others. Helping young children develop into well adjusted, cooperative people who are compatible with themselves, their peers, teachers and other adults with whom they interact is a major responsibility for those working in the early childhood setting.

Goals of Session 8

- To demonstrate the types of interaction which occurs between adult and child and among children themselves in the classroom.
- To define some patterns of social and emotional development that typify the preschool child.
- To learn the skill of using language that promotes self-concept and that promotes talking about feelings.
- To learn the skill of using language that encourages prolonged back and forth adult-child talk, i.e., conversation and free discussion.
- To learn the skill of communicating without words.

Agenda

Getting Started
Discussion of At-School Activities
Puppet Play
Learning About Conversation
Talking About Feelings
Communicating Without Words
At-School Activity
Summary

Materials

easel pad

index cards

marker

ball

teacher sheets

two puppets

masking tape
blank tapes
cardboard
guitar or other instrument

Getting Started (5 minutes)

Discuss the goals and agenda for Session 8.

Discussion of At-School Activity (10 minutes)

Discuss as a group the At-School Activity assigned for Session 7. Ask for volunteers to share what expectations they have for children during various parts of the daily schedule. Each volunteer should discuss one part of the daily schedule. End this discussion by asking participants how they plan to communicate these expectations to all the adults working in the classroom (team members, volunteers, substitutes).

Puppet Play (30 minutes)

Demonstration of the types of interaction which occur between adults and children and among children themselves in the classroom.

(Leader reads or summarizes the following transition introduction.)

This is our eighth and last session together and by now we should have come to realize that perhaps the first and most important goal for children in these early years is the development of a positive self-image. Children who view themselves as important people feel more secure in exploring their environment, seeking independence and establishing social relationships. Now that we have recognized that self-concept can be assessed on a day-to-day basis, it becomes important to know what to look for, and how to use language in a way that fosters healthy mental and social development while allowing room for individual differences.

Adults can talk to children in ways which will benefit not only their language development but their emotional and social development as well. When thinking about adult-child talk, what counts is the quality of adult-child talk not just the quantity and the classroom conditions in which high quality talk is most likely to occur.

There are basically three types of interaction that seem to occur in the classroom between adults and children and among children themselves. They are pattern repetition, instructional dialogue, and improvised interaction.

Write on easel pad the three types of interaction:

- pattern repetition
- instructional dialogue
- improvised interaction

Say, "I would like you to meet some friends of mine. They are Gerri (puppet giraffe) and Chacha (puppet monkey). Together we are going to demonstrate the three basic types of interaction that takes place in the classroom. Chacha and I are going to do what is commonly known as a pattern repetition interaction. Listen. Perhaps some of you are familiar with this type of adult-child interaction." (5 minutes)

Trainer says: Are you ready Chacha?
Chacha says: Si.
Trainer says: Oh, by the way, Chacha speaks no English and has been in Head Start now for six months. Chacha speaks only Spanish and understands a limited amount of English. I (trainer) speak only English.
Trainer says: Hello, Chacha. How are you?
Chacha says: Muy bien. Gracias.
Trainer says: Now Chacha, listen carefully. Do you know what this is? (Trainer is holding a blue ball)
Chacha says: Una pelota ("pelota" is the Spanish word for ball).
Trainer says: Do you know how to say it in English? You remember. We played with this yesterday?
Chacha says: (no response)
Trainer says: This is a ball. This is a ball. Now you say it.
Chacha says: This is a ball.
Trainer says: Good. The ball is round. The ball is round. Now you say it.
Chacha says: The ball is round.
Trainer says: Good Chacha. The ball is round. The ball is round. Now you say it.
Chacha says: The ball is round.

Trainer says: Good. The ball is blue. The ball is blue. Now you say it.
Chacha says: The ball is blue.
Trainer says: Good Chacha. This is a round, blue ball. This is a round, blue ball. Now you say it.
Chacha says: This is a round, blue ball.
Trainer says: Good Chacha.
Chacha says: Good Chacha.
Trainer says: No. You don't have to say, "Good Chacha". I say that, not you.
Chacha says: I say that, not you.

End of puppet demonstration.

Optional activity in lieu of puppet demonstration:
Trainer hands out written dialogue between Chacha and adult and asks for two participants to volunteer role playing the skit, one playing the adult or teacher and the other playing Chacha, or the child.

Follow-up Activity - Questions

Say, "That was an example of a pattern repetition." Ask, "What is Chacha's task in this type of interaction?" List participants responses on easel pad. Participants' responses might include that Chacha, who plays the role of the child, has the task of imitating a model as closely as possible. Ask, "What is the role of the teacher?" List responses on easel pad. Responses might include the idea that in pattern repetition, the role of the teacher is to initiate and direct the learning. The teacher presents the materials, models the language patterns, asks questions and the child responds verbally by imitating the teacher's model.

Say, "I would like you to meet another friend of mine (puppet giraffe). Together we are going to demonstrate the second type of adult-child interaction called instructional dialogue." (The trainer's failure to recognize Gerri as a giraffe provides a dialogue between Gerri and the trainer in which Gerri, the giraffe, takes on the role of teacher as she attempts to teach the trainer by way of an instructional dialogue, the difference between an elephant and a giraffe.)

Optional activity in lieu of puppet demonstration:

Trainer hands out written dialogue between Gerri and an adult (teacher) and asks for two participants to volunteer role playing the skit; one playing Gerri the giraffe who plays the role of "teacher", and the other playing the reverse role of "child" in the classroom.

Say, "I would like you to meet Gerri (puppet giraffe) the elephant."

Gerri says: I'm not an elephant. I'm a giraffe.

Trainer says: Oh, I'm sorry. I meant to say giraffe. I apologize.

Gerri says: Don't you know the difference between a giraffe and an elephant?

Trainer says: Yes, but I guess I just forgot, I'm sorry.

Gerri says: What is the difference between an elephant and a giraffe?

Trainer says: An elephant is bigger than a giraffe.

Gerri says: Good, can you show me with your hands or maybe you better use your left hand since your right hand is busy.

Trainer says: Oh, about this big.

Gerri says: Very good, (trainer's name). Now then, when you say that an elephant is bigger, what do you mean by bigger? Do you mean that an elephant is fatter or heavier, or that it's longer or taller or what?

Trainer says: I mean that an elephant is fatter.

Gerri says: I see, very good, (trainer's name). I like the way you're thinking about what word you want to use. Thank you for telling me. Now then, let's continue. Which is taller, (trainer's name), an elephant or a giraffe?

Trainer says: A giraffe.

Gerri says: Very good, (trainer's name). How do you know that?

Trainer says: I don't know.

Gerri says: Can you tell me what part of its body sticks out longer than an elephant?

Trainer says: Yes, its neck.

Gerri says: Good, (trainer's name). Can you show me with your neck, how you think it feels to be a giraffe?

Trainer says: (Extends his neck as he moves his head.)

Gerri says: Very good, (trainer's name). I like the way you did that. Tell me are the elephant's ears small or big?

Trainer says: Big.

Gerri says: Good. How about its nose? Is it short or long? Pause, . . . no response - It's long, isn't it?

Trainer says: Yes.

Gerri says: Very good, (trainer's name). Do you think you know the difference now, between an elephant and a giraffe?

Trainer says: Yes, Gerri. Thank you.

Gerri says: And, what animal am I?

Trainer says: A giraffe.

Gerri says: Good boy. I think your friends are waiting for you.

Trainer says: Thank you, Gerri.

Trainer says: That was Gerri. Isn't she great?

End of puppet demonstration.

Follow-up Activity - Questions

Ask the group the following questions for discussion and list the responses on the easel pad for the group to see.

- What can you tell me about the kind of interaction that occurred just now between Gerri the giraffe ....I'd better not say elephant.... and myself? (If optional activity is used, the trainer asks the question: What can you tell me about the kind of interaction that occurred just now between Gerri the giraffe and _____(role player's name).)
- What were some of the "instructional" characteristics of the type of adult-child interaction you just heard?
- Were Gerri's questions open or closed-ended?
- Who did most of the talking?

Say, "A third type of interaction is termed improvised interaction and consists of the following types": (Trainer lists on easel pad.)

- role play
- sociodramatic play
- story dramatization
- communication game situations

Describe briefly the above types, and distribute Hand-out #8-1, "Types of Improvised Interaction".

Learning About Conversation (15 minutes)

Say, "Now that we have looked at the three basic types of adult-child, child-child interactions in the classroom, let's look at another type of interaction. The kind of adult-child interaction I'm talking about is simply called conversation."

Ask the participants to think about what conversation means; ask for responses and list on easel pad.

Briefly share with the group the latin origin of the word conversation - conversari, means to live with or to keep company with.

Ask the group to divide themselves into pairs. Ask each pair to make up a conversation dialogue between an adult and a child, focusing on one of the following topics:

- a field trip experience
- a Star Wars movie
- A Walt Disney movie

(The conversation doesn't need to be written.)

After completion of the exercise, ask the group to consider the following questions regarding their conversation.

- Who is doing most of the talking, the adult or the child?
- Are the questions asked by the adult role model true requests for information or are they questions asked for the purpose of display?
- Does the role-playing dialogue exemplify a free exchange of ideas between adult and child?
- Is there prolonged back and forth interaction between adult and child role models?
- Does the adult role model encourage the child role model to engage him or her in conversation?

Ask for volunteers to demonstrate their role playing of an adult-child conversation in front of the group.

Talking About Feelings (20 minutes)

Say, "Now that we've taken a look at the various types of adult-child interactions that occur in the classroom, let us now take a look at the child's social and emotional development and see if we can identify some of the feelings that typify the preschool child."

Divide participants into groups of three-four and give each group a situation activity written on a 3 X 5 index card. Each situation activity is different and exemplifies feelings that typify the preschool child. Each group will select a recorder to write down problem solving strategies to be shared afterwards with the whole group.

Situation Activity Cards:

Dilemma I

Michelle is four years old and has arrived late to your classroom. She is accompanied by her mother who tells you that Michelle witnessed a stabbing the night before and had terrible nightmares all through the night.

Describe the type of feeling(s) that Michelle might have and plan three different strategies on how you would use language to help Michelle talk about her feelings.

Dilemma II

Paul is four years old and has just come into your classroom. He seems to be a happy, well adjusted child until outside time. In the yard he gets on the tricycle and refuses to give anyone else a turn. When Kathy asks him very politely if she can ride on the back of the tricycle, he says, "Get out of here, or I'll run you over 'til you're bloody."

Describe Paul's and Kathy's possible feelings and select three different strategies on how you would use language to help Paul and Kathy talk about their feelings and how to help Paul learn to share.

Dilemma III

Ken is four years old and arrives in your classroom with his eyes swollen. His father tells you that Ken had visited the doctor during the morning and that the swelling was due to an apparent allergy to something Ken either ate or contacted in the air. As Ken sits down to small group time, Victor says, "Hey, look at Ken's face. What happened to your eyes?" Ken is covering his face with both hands and begins to cry as Victor says, "Come on, let's see; let's see your ugly face."

Describe Ken's possible feelings and select three different strategies on how you would use language to promote self-concept to help Ken talk about his feelings.

When each group has completed their situation activity, have each group select a spokesperson to share their particular situation and recommended strategies for solving the dilemma.

Discuss with the group:
What are some other feelings that typify the preschool child and in what part of the day (circle time, free choice time, outside time, lunch, etc.) are they likely to occur?

List responses on easel pad (responses might include the feelings of excitement, curiosity and affection, sadness, confusion, frustration).

Communicating Without Words (25 minutes)

Teachers will find that there are some children who will not feel comfortable communicating feelings with words. Let's look at some of the ways we can encourage children to communicate their feelings without words. What are some of the ways that we can do this in the classroom?

List responses on the easel pad (responses might include music).

Say, "To help us get in touch with our bodies as communicators of feelings, let's start with our own facial expressions as reflectors of feelings." Show or draw a happy face on the easel pad.

Ask for a participant to volunteer imitating the facial expression for the whole group. That same person will show or draw the next facial expression; a sad face,

and will ask another participant to imitate the feeling for the group. The group will then imitate the same facial expression as a group. The same procedure follows for a surprised face,

and an angry face.

Ask the group to form a circle, either sitting on the floor or on chairs (preferably on the floor). Trainer introduces Gui-Gui the guitar and Harmie the harmonica and says, "My two friends Gui-Gui and Harmie can't talk like you and I. They show how they feel through music."

Listen and begin to show how each instrument can help us communicate feelings of happiness, sadness, and anger. Strum the guitar strings to demonstrate feelings. Example:

- 6th string can be strummed to communicate anger
- 1st string can be strummed to communicate sadness
- Strings 1-6 strummed in unison to communicate happiness

Optional activities may include the use of other instruments such as the autoharp, song bells, or xylophone to encourage the participants to express their feelings.

A picture of the facial expression may be displayed as each feeling is communicated through music. Music that involves the expression of feelings without words can also be used as an optional activity, such as records, songs, jingles.

At-School Activity (5 minutes)

Talking about quality adult-child interaction is not enough. Unless we are habitually engaged in prolonged adult-child talk with children, we are not going to learn how to have quality conversations with children. Your assignment is to practice talking with children.

Materials needed: tape recorder, blank tape
Optional Activity: observer in the classroom
Activity: Tape three conversations with the same child in a period of a week and be prepared to share with the group if and how you prolonged and enriched the verbal exchange and what strategies you would use to encourage more quality adult-child talk based on your analysis of your own tape recording or by the verbal exchange recorded by classroom observer.

If an observer is used in lieu of a tape recorder, ensure that the person records as accurately as possible the actual verbal exchange.

Summary (10 minutes)

Review the goals of the session. This is the last session in the Exploring Teaching of Young Children. Lead a discussion centering on what they found to be the most valuable and least valuable parts of the training. Are there areas they would like to explore further?

TYPES OF IMPROVISED INTERACTION

Role play - Structured role play activities in which children interact with each other or with an adult for longer than a single question-and-answer exchange. Interactions are improvised with no role repetition or prelearned sentence structures.

Example: A teacher is playing the role of a sick patient who goes and visits the doctor played by a child. The kind of interaction that follows depends on what the other says.

Sociodramatic play - Roles that are played between children such as in the house or block area. The actual language and interaction between children evolves during sociodramatic play.

Story dramatization - Teacher encourages children to act out the roles of a favorite story. Although story outcomes are set ahead of time, the actual language is improvised by the children during the interaction.

Communication game situations -

The child's task in this type of improvised interaction is to transmit a message to another. Although the game situation is determined ahead of time, the language used by the child to communicate the message is improvised.

Example: Simon Says - Child plays Simon Says initiating her own language to communicate what Simon says.